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ABSTRACT

A follow-up study of students who had been enrolled in the adult basic education (ABE) program sponsored by Gateway Technical Institute during 1973, 1974, and 1975 was conducted in order to ascertain the program's effectiveness in both the cognitive and affective areas of the students' lives. Data were collected from a random sample of former students by means of personal interviews, with 270 usable responses obtained. Results of the study indicated: (1) reading and math were areas in which ABE was able to help students achieve their goals; (2) ABE experiences helped students to speak English better, to write, read, and use mathematics better, and in some cases, helped students obtain the GED or to continue their education; (3) most respondents experienced no change in employment status from time of ABE entry to time of follow-up; (4) some respondents felt that the ABE program had improved their relationships with their children and families; (5) a majority did not feel ABE helped improve their management of money; and (6) more than 20% reported increased self-confidence and communication ability. Because of the difficulty experienced in gathering data for this study (resistance to interviews, lack of current addresses), a model for ABE follow-up studies is described in detail. Study-related materials are appended. (JDS)

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Final Report

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Adult Basic Education Follow-up Study 1973-75

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Gateway Technical Institute

Kenosha, Wisconsin

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The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical, and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

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FORWORD

This follow-up study of former participants in the Adult Basic Education program was undertaken by Gateway Technical Institute, pursuant to grant from the Wisconsin Board of Vocational, Technical, and Adult Education, for two reasons.

First, the district wished to assess the degree to which participants felt the program helped them, and, second, a model to do such studies needed to be developed to assist other programs to do similar studies.

Both the findings and the model are presented for your consideration.

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Appreciation is extended to the following people and groups who have helped to make this study possible:

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Keith W. Stoehr
District Director

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Chapter I

Need and Objectives of the Study

Program evaluation in Adult Basic Education (ABE) is a mandatory part of local, state, and national program operations. The accumulation of data required for the annual federal reports has resulted in emphasis on such things as hours of instruction, grade level changes experienced by participants, teaching methods employed, and facilities and services provided. Independent evaluations have also tended to emphasize these aspects of ABE programs. Recently, however, attention has been drawn to the fact that,

> we have very little substantive evidence of the impact our programs have made on the lives of adults that we have reached...For the most part, adult educators have tended to evaluate program achievement in terms of the number of adults enrolled, the amount of money spent or the percentage of adults completing a particular grade equivalency standard or the holding power of the program.[1]

In "Evaluating Adult Basic Education Programs," Ronald W. Shearon goes on to cite conclusions of the Kentucky adult basic education program evaluation which recommended that "more emphasis be given to testing the output in terms of a broader range of behaviors."[2]

ABE participants often report personal benefits and behavior changes gained from this educational experience to ABE teachers and staff, but these benefits have not been measured systematically and separately from changes usually reported in program evaluations. Furthermore, changes reported by

students who have already terminated from the ABE program have not been measured. A follow-up study on these terminated students could yield information on the "ultimate outcomes" of the program which "are reflected in family, job, and community as former participants apply what they learn."[3] Such information would be a further measure of the extent to which certain objectives of the program are being realized--objectives such as "increased communication skills, employability, productivity, higher income, and getting people out of poverty" which are "long-term effects which may not be apparent until several years after completion of the program."[4] Information on the value of the ABE program from the point of view of the former participant would also provide a perspective which has been missing from most other program evaluations and follow-up studies.

It is reasonable to assume that former participants of the ABE program are cognizant of individual personal benefits gained through their ABE experience and are willing to report these changes in a structured interview situation. Such follow-up interviews are a valid and significant means of measuring the impact and effectiveness of the ABE program on the lives of former participants. This research would thus yield information on the effectiveness of the ABE program and would complement that information gathered in normal program evaluation.

Follow-up data on ABE participants would be particularly useful to Gateway Technical Institute, which over the past eight years has expended over one

million dollars of federal, state, and local monies in the Adult Basic Education efforts of the district. Aside from demographic information provided by the student when he enrolls and statistical data such as grade level at entry and exit, hours of participation and reason for termination, only limited information is available about the former ABE student. The ABE program has not been examined in terms of what individuals participating in the program have gained from that educational experience. Assessments of overall effectiveness of the program have not taken into account the variety of purpose, scope, and duration of former participants' learning experiences. A follow-up study would provide such needed information and would have wide implications for program planning, curriculum development, counseling, and instruction. Furthermore, the design of a district-wide follow-up study would be useful for follow-up studies of other Adult Basic Education programs and, with or without modification, to other special programs and projects.

Purpose of the Study

The purpose of this study is to determine 1) if an increased number of hours of participation in the program affects the degree to which specific objectives have been met, and 2) if time lapsed since termination from the program affects the nature of the objectives that have been met and the degree to which they have been met. Two kinds of data have been collected: first, the value which the participant placed on his learning experience; and second, evidence, such as a short reading test, as to academic and/or coping skills achieved.

Objectives of the Study

The following objectives have been formulated to assess the effectiveness of the ABE program on students.

1. To obtain student perceptions as to the value of the program.
2. To identify economic factors that have changed as a result of the program.
3. To determine the employment profile of the participant over the three year period under study.
4. To determine whether the participant had specific objectives upon entering the program, or while participating in the program, and to determine to what degree those objectives were reached.
5. To identify participant roles in each of the following: enrollment in other educational programs, citizenship and voting, involvement with children's school, and family relationships.
6. To verify exit level reading ability.
7. To identify and describe problems of follow-up that need to be overcome in order to replicate the study with other ABE programs.

The Focus and Scope of the Study

The focus of this study, in contrast to that of program evaluation, is the effect that participation in the ABE program had on the individual who experienced it, not only in terms of general goals set up by the program itself, but also in

terms of individual objectives which the student had while participating in that program. The study includes students' perceptions of the value of their Adult Basic Education experience, evidence of reading grade level, job profile, and records of certain coping skills and continued education. This study does not include as a primary goal tabulation of hours required to gain a grade level in reading, math, or other academic skills.

The study is limited by the absence of a control group. The only comparison possible is among the groups in the sample.

Collection and Analysis of Data

Data has been collected from a random sample of the population involved in the program during fiscal years 1973, 1974, and 1975.

Samples for each year have been drawn and grouped according to the number of hours of attendance as follows:

0 - 25 hours of instruction

26 - 50 hours of instruction

50 - 100 hours of instruction

over 100 hours of instruction

Data has been collected by individual personal interviews, using a survey instrument designed to elicit information related to the stated objectives.

Reading level has been checked by using a one-page form developed at three levels. Reading level at the time of follow-up has been compared to reading levels indicated on registration and termination forms for each participant.

Data was analyzed by a comparison of cells in the sample by year and hours of attendance. Comparison of responses from those students who terminated from the program one, two and three years prior to the follow-up study has been made to determine whether some gains accrue after passage of time away from the program, while others are more evident shortly after termination from it. Further comparison of responses from students in each of the four hours-of-instruction categories has been made to determine whether significant differences in response appear.

Demographic data for participants selected in the sample is available from computer records and is found in Appendix C. This data includes age, sex, ethnic background, veteran status, entry level, family income, referral source, reason for termination, hours of attendance, and exit level.

Footnotes

[1]Ronald W. Shearon, "Evaluating Adult Basic Education Programs," Adult Leadership, 19, No. 1 (May, 1970), 15.

[2]Ibid. p. 16.

[3]Arden D. Grotelueschen et al. An Evaluation Planner (Urbana, Illinois: University of Illinois at Urbana-Champaign, 1974), p. 8.

[4]William S. Griffith and William P. Kent, A Longitudinal Evaluation of the Adult Basic Education Program. Final Report (Falls Church, Va.: Systems Development Corporation, 1973), p. 1-1.

Chapter II

Review of the Literature

Although several research studies in adult education have decried the lack of information on the effectiveness of ABE programs in "improving literacy, raising earnings capacities of participants and increasing the more intangible personal benefits,"[1] follow-up studies of adult basic education students have been relatively scarce. There is general agreement on the difficulties of conducting such a follow-up study: the objectives of the program may not be apparent until several years later, there is a "paucity of reliable instruments" to measure such things as "increased communication skills", there is often overlap of program content which makes it "difficult to isolate effects of a single treatment"[2] and valid control groups are difficult to obtain. Because of these difficulties, it is often presumptive to attribute post-program success to the effects of the program.

In spite of these difficulties involved in ABE follow-up studies, some studies of the effects of ABE programs on participants have been completed. These studies can be divided into three general categories for the purpose of this review: studies which consider effects on students as a part of a total program evaluation, studies which evaluate effects of ABE programs on those students who have completed a specific goal or reached a specified termination point, and studies which measure effects of specialized ABE programs in terms of postprogram occupational status.

Several important ABE program evaluations have been conducted which, although not solely designed to measure varying effects on individuals, do include considerations of such effects as part of a total program assessment. A major study of this sort was completed in 1973 by Systems Development Corporation for the U.S. Office of Education's Office of Planning, Budgeting and Evaluation. Among the objectives of the Longitudinal Evaluation of the Adult Basic Education Program were an evaluation of the "effects of the ABE program on its priority group of students--adults from 18 to 44 years of age with less than eight years of schooling,"[3] and an assessment of the "relationships between students' post-program performance and their ABE experiences."[4] To reach these objectives, "a representative sample of program participants was studied over an 18-month period through a series of interviews and basic skills tests."[5] The study found among other things, that ABE students acquired a more realistic view of their academic abilities, that they had high opinions of ABE methods, materials, and staff, and that they preferred new jobs they acquired after participation in ABE to old jobs previously held.[6]

Unlike the Gateway study, this longitudinal program evaluation is national in scope and excludes from its sample 220,000 (40%) of a total of 500,000 enrollees in the ABE program for the fiscal year 1970. Excluded are students over 44 years of age and those considered specialized types of students, "migrants, institutionalized students, and students in classes emphasizing

English as a Second Language."[7] In addition, initial interviews of this study were conducted while students were attending classes. Although more than 60% of those students initially interviewed were no longer attending classes 18 months later when final interviews were conducted, the study was not designed specifically as a follow-up study.

Although the study differs from the Gateway study in these ways, it does contain valuable suggestions concerning the format of individual interview schedules. Interviews for students were "comparatively short and simple. . . designed to concentrate on key issues, to be clear enough to elicit unambiguous responses and to require no more than 20 minutes to administer."[8]

A state-wide program evaluation was done in Maine in 1969. An Evaluation Study of Adult Basic Education in Maine lists reasons given by students for enrolling in ABE, verifies the usefulness of counseling received by students, and lists teaching qualities students considered most valuable. The study divides goals expressed by students into two categories: self improvement and task-oriented goals. It concludes that as the grade completed in ABE increases, the ABE goals become more task-oriented, less self-improvement oriented. It also concludes that non-citizens have fewer task-oriented goals than citizens, and that the employed have more task-oriented goals than the unemployed. The Maine evaluation differs from the Gateway study in that 1) students surveyed were only one group of people asked to evaluate the basic education program, 2) students who did evaluate the program were

participating in that program at the time of the evaluation, and 3) the evaluation extended to many aspects of that program as it was operationalized, not as its effects were felt once the student had terminated the program. Its usefulness to the Gateway study is therefore limited.

Another program evaluation on the state level was done in Massachusetts in 1970. Questionnaires and on-the-site surveys were used to measure whether the program was meeting the needs of the eligible population. As in the Maine study, a variety of people involved in the program provided data on the operationalization of the program. Students interviewed in this evaluation were those currently enrolled in ABE programs. It was decided that interviews rather than mailed questionnaires would be used to survey students since "questionnaires sent to ABE students are often viewed as a threat thereby increasing the possibility that the student will not return to the program."[10] Several results of this study have implications for questions to be used in the Gateway study. First, oral communication skills were found to be more important than literacy and computational skills. Second, teacher-student relationships were significant to the students' self-image; the study concludes that, "most students did not realize that it was they who had the ability to learn and that the teacher brought this ability to the fore."[11]

A third program evaluation on the state level was that completed in Texas in 1974. Its purpose was to analyze factors determining student enrollment, attendance and completion in ABE programs, with special consideration given to those factors contributing to completion of the basic

education program. Interviews were conducted with adults who had separated from the program during the preceding three years. Both situational (income levels, job stability, etc.) and dispositional (perceived mastery of the environment, alienation) factors were analyzed, as were individual goals and reasons for enrollment. Some of the findings and conclusions have implications for the aims of the Gateway study:

> A relatively small percentage of adults surveyed in the questionnaire project reported participating for reasons related to occupational or economic improvement. Some of the major reasons were "just to get an education", personal improvement, or social relations and acquisition of particular skills or knowledge. For this reason it does not seem appropriate to evaluate the effectiveness of ABE solely in terms of economic or occupational criteria. Neither does it seem appropriate to say that adults who have dropped out of the program before receiving some certificate, etc. have "failed". Success or failure must be relative to the goals which adults themselves set.[12]

The study also suggests that, concerning the value ABE students place on education, it is not "the extent of value placed on education but rather. . . the purpose for which it is desired and the ability to pursue it" that matters; basic education may be as important for social and friendship opportunities as for obtaining skills or certificates.[13]

While the Texas study has implications for the Gateway study, it differs in several important ways. First, the Texas study emphasizes reasons for enrollment in, participation in, and termination from ABE programs; results were used to modify recruiting and counseling practices. Second, the sample

interviewed "may represent the attitudes only of adults who remain in the program rather than of all adults who enroll."[14] The study is not a systematic follow-up of all types of students who registered in the program. Its value to the Gateway study is in the format of interview questions asked and the suggestion of attitudinal changes to be explored.

A Survey of Adult Basic Education in Missouri 1965-1969, is another evaluation of a state-wide ABE program. One part of this assessment is a follow-up study of former ABE students. Its purpose was to measure the effects of the ABE program on its participants in terms of the broad goals of ABE as stated in Missouri Manual of Operations for Adult Basic Education: to make adults "less likely to become dependent on others, improve their ability to benefit from occupational and homemaking training, increase their opportunities for more productive and profitable employment and make them better able to meet their adult responsibilities."[15] Noting a lack of reliable criteria for evaluating "whether a person is less likely to be less dependent or is able to more readily assume adult responsibilities," the study also recognizes the difficulty in measuring the "personal goals of the enrollees and the structure of classes to meet enrollee needs. Personal goals are idiosyncratic. . . Instructional programers are equally varied because classes are organized to meet these widely varying needs."[16] Although the Gateway study also deals with these difficulties, the Missouri study deals with them in different ways. First, the Missouri follow-up study gathered data on

income level and work history of the participant in addition to opinions on the ABE experience and problems encountered during that experience. Second, participants were surveyed through a mailed questionnaire which was "kept as short and unsophisticated as possible,"[17] but which nevertheless assumed a certain reading and writing ability on the part of the respondent. Third, parameters limited the sample population: only students 25 years of age or older with less than eight years of schooling who terminated from the ABE program in 1967-68 were surveyed. Fourth, local program directors selected adults to be contacted and surveyed, with procedure for the selection process suggested by the research project directors. Fifth, there was no check on the representative populations of graduates and non-graduates in the sample population. The 20% returned questionnaires may or may not be representative of the total enrollment population.

In spite of these differences and limitations, the Missouri study presents several suggestions for the process of conducting a follow-up study. The first of these is establishing a data bank on students as they enroll, the second is informing students as they enroll that they will be contacted for a follow-up study and the third is asking students in the follow-up interview to make suggestions for the improvement of ABE classes.

On a local level, a program evaluation of ABE was done in Shelby County, Tennessee, in 1973. Since the purpose of this study was "to determine certain personal and educational characteristics that might have potential implications for program administrators,"[18] many questions asked of students

were meant to evaluate the effects of the program on its individual participants. It was found, for example, that students thought they were able to vote more intelligently, were more confident of their ability to learn, were more aware of health services, and were able to read and understand directions, labels, signs, and newspapers better as a result of their ABE experiences.

Unlike the Gateway study, however, the Shelby County study interviewed students who were in classes at the time of the study; it was not a follow-up on students who had already terminated from the program. Also, most of the students interviewed had completed between nine and twelve grades of public school before enrolling in the ABE program, and many questions focused on reasons for enrollment but not whether those initial aspirations were being realized. Significant contributions of the Shelby County study to the Gateway study lie in the format of interview questions used and the expected responses to reasons for enrollment which, like the Maine study, center around self-improvement and job oriented goals.

A final program evaluation design which has some relevance to the Gateway study is one developed in Thailand for the country's Functional Literacy and Family Life Education Program. This study is significant in that it aims at measuring immediate, intermediate, and ultimate consequences of the program on the learner. These consequences may be "intended or unintended as well as anticipated or unanticipated"; they may be "positive,

neutral, or negative depending on the point of view of who is affected by them."[19] To allow measurement of such unintended or unanticipated outcomes by encouraging individual interpretations of the value of the educational experience, the Thailand study recommends a loosely structured form of interviewing. In such an interview the interviewee defines the situation, structures his own account of it, and introduces "notions of what he considers relevant, instead of relying upon the investigator's notions of relevance."[20] In this way "evaluative data concerning the meaning of the program" will be obtained "both from the perspective of those providing the program and from the viewpoint of. . . the learners themselves."[21]

A second category of research that measures effects of basic education programs on their participants includes studies which follow-up students who have completed specific goals, such as eighth grade equivalency or high school, or those who have reached a specified termination point in a program, such as the completion of a 17-week demonstration course. In such studies, non-completers are not followed up.

A series of studies of this type was completed by James Gran, who followed groups of students who graduated from the Jackson County, Iowa Adult Evening High School program in the years 1967 through 1970. The purpose of these follow-up studies was to measure educational, social, and financial benefits which the graduates experienced, such as "job changes, job promotions, continued education, better mental health, more pride,

self-satisfaction, being a better parent, living a happier life, etc."[22] There was also an attempt made to compare the benefits experienced by the graduates of the years 1967, 1968, and 1969, to determine if they were consistent. The study differs from the Gateway study in several ways. First, there was a uniform achievement level reached by all adult high school follow-up participants. Second, there was a reading level assumed of all participants that permitted the survey to be conducted via mailed questionnaires. Third, there was an emphasis in the questionnaire on employment data, and fourth, there was not a systematic attempt to measure social and personal benefits although such benefits were recorded by respondents under "additional comments".

This series of follow-up studies is valuable to the Gateway study in several areas. It suggests a usable format of questions asked of participants and it shows evidence of both academic and personal gains, even to the extent that, "social benefits are probably as important, if not more important, to these graduates as financial benefits."[23] It shows consistent responses among classes of graduates and it demonstrates that short term follow-up reveals short-term benefits while the four year follow-up reveals other long-range benefits.[24]

Another follow-up study was conducted with ABE graduates through the Appalachian Adult Basic Education Demonstration Center at Morehead State University in Kentucky. This study followed for three years 85 ABE graduates of programs in West Virginia in order to "assess the ABE

program by the impact on and relevance to the economic, family, educational, and community lives of the ex-students and to provide a three year supportive program to reinforce the ABE experience."[25] One of its objectives was to "determine what kinds of behavioral changes and to what extent behavioral changes occur in the adult basic education student as a result of their participation in the adult basic education program."[26]

Another objective of the study was to provide a model system for this type of long-range follow-up. The study proceeded on the assumption that ABE programs cannot be evaluated by means of standardized tests as secondary programs are. Since "the unspoken goal of adult basic education is the mastery of skills that will change the life style of disadvantaged adults and their families," then, it was concluded, "one possible method of determining whether there is an impact from ABE on life style and what that impact is, is the long-range follow-up study. Changes that occur coincident with ABE (or changes deemed desirable that do not occur), can be considered alongside specific goals of ABE in order to detect areas of irrelevance to the life of the ABE client."[27] The 85 students in the follow-up study comprised three groups according to the type of program they had participated in: compulsory Title V students, WIN students, and students in a combined ABE-vocational class. The follow-up study measured changes in these students over a period of three years and also provided "sufficient reinforcement of skills in the cognitive, and more particularly in the affective, realms."[28]

Although similar in purpose to the Gateway study, this West Virginia Module of the Kentucky project differs from the present research in several significant ways. First, the classes attended by the 85 follow-up participants lasted for a definite time span; there was a greater degree of consistency in the hours of instruction experienced by the participants as a whole. Second, the follow-up was continuous for a three-year time span rather than a single contact with the ex-student at a period of one, two, or three years after termination from the program. Third, most participants studied were in the Level III range of ABE. Fourth, the follow-up was coupled with support services to former students; picnics and group gatherings were held and continual information and reading materials were sent to follow-up participants. This was considered "conducive to keeping the cooperation of the participants."[29] Finally, data for the study was gathered through mailed questionnaires; casual conversations at informal gatherings yielded more information about the participants, but no systematic interviewing of students was done.

The Kentucky study is of value to the present research in that it provides guidelines of questions that measure behavioral changes in family, educational, and community life patterns of former ABE students. The study also emphasizes, in its model of follow-up studies, the importance of built-in follow-up procedures in ABE classes, and that of longitudinal follow-up since "responses of former students indicated they did not realize how much their schooling meant until school was over and they had secured employment."[30]

Another follow-up study, conducted with students in field-tests of four ABE systems, had several purposes that were similar to those of the Gateway study. Among the objectives of this research were to determine "the extent to which reading skills were retained and participants continued interest in educational activities,"[31] to evaluate "the effects of an educational experience on life style" and to evaluate the extent of cooperation of local welfare and education agencies with ABE program efforts. Several rounds of interviews were held with field test participants, teachers, non-participant welfare recipients, and agency personnel. Unlike participants in the Gateway study, participants in the field tests had completed one of four 17-week class sessions. Information gained from interviews was used not so much to assess the general impact of the program on the students as it was to compare and evaluate different teaching methods and materials used in the field tests. The study is valuable to the present research in pointing out difficulties involved in the interviewing process and indicating some types of changes to be expected in the former student. Some respondents in the follow-up were difficult to locate--four to five contacts were necessary to produce a single interview and to convince them of the value of the follow-up study, "people were sick and tired of answering questions supposedly in their own interest."[32] Especially in the second round of interviews, some respondents were bitter since little or no change had taken place. This made them feel worse than before since

they had been buoyed up and then felt let down. Reading had not become pleasurable and "once the stimulation of the classroom experience was ended, reading ceased or was infrequent."[33] When change did occur, it was often in the area of social change such as awareness of community activities designed to better the lives of the people.

A fourth study to asses "specific adult behaviors and their changes over a discrete period of participation in an adult basic education program"[34] was conducted with ABE participants, teachers and nonparticipants in North Carolina in 1969. The study was meant to fill a "need for evaluative research. . . into the program effecitveness of ABE."[35] Special consideration was given to the relevance of ABE to occupational proficiency and to change in occupational status, but standardized measures of acculturation, internal-external control, anomie, and educational achievement were used. Students were administered the Tennessee Self-Concept Scale, the ABE Survey of Opinions, and ABLE tests before and after they completed 60 hours of instruction in ABE. Teachers were surveyed via a mailed questionnaire. Results showed both positive and negative changes in self-concept, decrease in anomie, improved attitudes toward education and work, and improvement in internal-external control.

The study differs in many ways from the Gateway study: students attended classes for a definite time period, measurement was done previous to and after instruction, and standardized test instruments were

used even though they were found "to be of questionable value for this population."[36] The value of the study lies in its recognition of the need for "assessing the potential of the program in effecting desirable behavioral changes in the participants. . . especially. . . with regard to the impact of the program on continued participation in programs of vocational and technical education at the adult level, changes in employment status of the participants, changes in personal and social development, changes in attitudes and value patterns, patterns of motivation, improved socio-economic status, and participation in the cultural aspects of the community."[37]

A similar type of study was also conducted in 1969 with migrant and ex-migrant workers to measure changes in social and attitudinal characteristics. Students randomly selected from three groups of classes, ABE, vocational, and pre-vocational, were tested before and after instruction with the following standardized tests: the California Test of Personality, Muncy's Scale of Acculturation, Winslow's Scale of Alienation, the MSU Work Beliefs Checklist, and Haller's Occupational Aspiration Scale. Changes in pre-test and post-test results were found within each group, and differences in changes were measured between groups. The ABE group received more benefits from their program insofar as personal adjustment was concerned than did groups two and three.[38] Unlike the Gateway study, this study was not a follow-up study, although a follow-up component had originally been planned for the vocational group. The study only considered a specific population, migrants and ex-migrants, and it used

standardized tests to measure social and attitude changes of participants. It is significant in its demonstration of ABE effectiveness in the areas of social and personal adjustment.

The third category of research studies that have relevance to the Gateway study is a series of follow-up studies on specific job training programs to determine the impact of those programs on subsequent job success of the participants. Most of these studies consider basically objective data such as hourly wages, number of months on the job, and the nature of the job rather than subjective data concerning attitudes toward the job and the value of job training on the individual trainee. For this reason, these studies are of less importance to the Gateway study, but they will be discussed to emphasize the value they do have as follow-up studies.

The Follow-Up of Selected MDTA Programs completed in Utah in 1970 aims to measure the effects of the program on trainees with regard to job success and employer and trainee attitudes toward the job situation. In this study, only the trainees who completed the program were followed up. Data was collected by mailed questionnaires and objective data was sought: the number of jobs held since graduation from the program, the means used to locate jobs, the nature of jobs obtained (relevance to field of training) and the adequacy of training for job performance. One recommendation of this study that concerns the follow-up process is that graduates should be prepared during training for follow-up contacts by sponsors of the program.

A second job assessment follow-up study was done by A.E. Smith in Missouri in 1965. Trainee and employer interviews were used to isolate factors that distinguish successful from unsuccessful trainees in terms of current employment. The definitions used for "successful" and "unsuccussful" trainees did not "account for any change in the values of the trainee" and failed "to credit changes occurring within the trainee resulting from the project experience."[39] A variety of people associated with the program were interviewed and collected data was subjected to tests of significance. Results showed that only one variable accounted for a significant difference between successful and unsuccessful groups of trainees: successful trainees had been judged cooperative by their supervisors. The study differs in significant ways from the Gateway study, but it does have value to the present research in that the interviewing process was the same. Interviewers found "the trainees were sometimes resistant to interviewing. This was perceived not as a rejection of the interviewers, but as an artifact of the culture that makes the disadvantaged wary of strangers."[40] Interviewers also found that the "population was highly mobile, and individuals frequently moved several times since their contact with JEVS (manpower program). Neighbors and children often proved to be a source of helpful information, and occasionally protective concern, to the research team."[41]

Finally, a follow-up study of a Project Uplift conducted by Florida A & M University in 1967 also had as one of its objectives to show the

post-program employment status of its trainees and whether or not the work they were doing was related to their vocational training. In this study there was a control group of a sample of those people who applied for the program but did not receive training. These people and trainees were given personal interviews which only gathered job related information. Like the Missouri study, the Florida A and M study emphasizes the difficulty encountered in locating respondents "whose addresses were up to two years old."[42] The value of this study to the Gateway study lies not so much in the information sought, but in the process used in gathering data.

In conclusion, previous research on assessments of Adult Basic Education program effectiveness is limited. Studies that have been completed fall into one of three categories: program evaluations that may include client interviews as part of a larger evaluation of a total ABE program, demonstration project evaluations that measure progress of students who have reached a specific termination point, and follow-up studies of job training programs that measure post-program job status of former trainees. These studies recognize the need for research into the effectiveness of ABE programs on the individual; they attempt in various ways to measure this effectiveness and provide guidelines for further research in this area. They do not, however, provide a design with the unique purpose of evaluating the ABE experience from the former student's perception of the effects that experience has had on him or her. The Gateway study aims to provide such a design for ABE follow-up on an institutional level.

Footnotes

[1]A Work Statement for Adult Education Program Evaluation (Appalachian Adult Education Center, Morehead, Kentucky)

[2]Ibid. p. 3.

[3]William S. Griffith and William P. Kent, A Longitudinal Evaluation of the Adult Basic Education Program. Final Report (Falls Church, Va.: Systems Development Corporation, 1973), p. 1-1.

[4]Ibid. p. 1-2.

[5]Ibid.

[6]Ibid. pp. 1-7, 1-12, and 2-29.

[7]Ibid. pp. 1-1. These types of students represent a sizeable portion of Gateway's ABE enrollment in 1973, 1974, and 1975.

[8]Ibid. p. 3-16.

[9]University of Maine, Division of Continuing Education, An Evaluation Study of Adult Basic Education in Maine (Orono, Maine, 1969), p. 43.

[10]University of Massachusetts, School of Education, An Evaluation of Adult Basic Education Programs in Massachusetts (Amherst, Massachusetts, 1970), p. 5.

[11]Ibid. p. 17.

[12]Chad Richardson and Loren M. Nyer, Participation in Texas Programs of Adult Basic Education: An Identification and Analysis of Factors Related to Rates of Enrollment, Attendance and Completion in Adult Basic Education (Austin, Texas, 1974), p. 78.

[13]Ibid. p. 79.

[14]Ibid. p. 94.

[15]John L. Ferguson et al., A Survey of Adult Basic Education in Missouri, 1965-1969 (Columbia, Missouri, 1969), p. 2.

Footnotes

[16]Ibid. p. 3.

[17]Ibid. p. 55.

[18]Jimmie L. Jordan, An Assessment of Adult Basic Education in Shelby County, Tennessee (Memphis, 1973), p. 1.

[19]James A. Farmer, Jr., "Strengthening a Design for Evaluating a Broad-aimed Functional Literacy and Family Life Education Program." Literacy Discussion, 5, No. 3 (Fall, 1974), p. 432.

[20]L.A. Dexter, Elite and Specialized Interviewing (Evanston, Illinois, 1970), p. 6.

[21]Farmer op. cit. p. 435.

[22]James R. Gran, A Four-Year Follow-up Study of the One Hundred Graduates-Class of "69" of the Jackson County Adult Evening High School Completion Program (Maquoketa, Iowa, 1973), p. 4.

[23]James R. Gran, A Four-Year Follow-Up Study of the Fifty-Eight Graduates--Class of "70" of the Jackson County Adult Evening High School Program (Maquoketa, Iowa, 1974), p. 38.

[24]Ibid. p. 1.

[25]Appalacian Adult Basic Education Demonstration Center, Demonstration, Developmental, and Research Project for Programs, Materials, Facilities, and Educational Technology for Undereducated Adults (Morehead, Kentucky, 1970), p. 1.

[26]Ibid. p. 11.

[27]Ibid. p. 4.

[28]Ibid. p. 5.

[29]Ibid. p. 80.

[30]Ibid. p. 94.

[31]Greenleigh Associates, Inc., Participants in the Field Test of Four Adult Basic Education Systems: A Follow-Up Study (New York, 1968), p. 3.

Footnotes

[32]Ibid. p. 16.

[33]Ibid. p. 87.

[34]Ronald W. Shearon and William H. Puder. A Preliminary Report on the Pilot Study: "The Effect of Adult Basic Education on the Occupational Adjustment and Accultration of the Low Literate Adult." (Minneapolis, 1970), p. 3.

[35]Ibid.

[36]Ibid. p. 28.

[37]Ibid. p. 1.

[38]University of New Mexico, College of Education, Changes in Attitudinal Characteristics of Migrant and Ex-Migrant Workers Involved in Adult Education (Albuquerque, New Mexico, 1969), p. 9.

[39]A.E. Smith, Evaluation and Skill Training of Out-of-School, Hard-Core Unemployed Youth for Training and Placement, A Follow Up Study of the Experimental and Demonstration Manpower Program (St. Louis, Missouri, 1965), p.v.

[40]Ibid.

[41]Ibid. p. 8.

[42]Leslie J. Silverman, Follow-Up Study of Project Uplift, the MDTA E and D Project Conducted by Florida A & M University (Washington, D.C. 1967), p.v.

Chapter III

The Design of the Study

Introduction

The purpose of this chapter is to delineate the methodology used in conducting this ABE follow-up study. The design of the study consists of three basic components: the selection of the sample population, the development of the survey instrument, and the process of conducting individual interviews. In addition, the chapter contains an elaboration of the types of problems considered in conducting the follow-up study, a summary of the ABE program and clientele groups for the years sampled, and a brief summary of the process of data analysis used.

Problems and Special Considerations of the ABE Follow-up Study

Since Adult Basic Education differs from other educational programs in the clientele groups it serves, in its operational systems and in the nature of the instructional process, some special considerations must be kept in mind in designing a follow-up study for this program. These considerations modify usual follow-up procedures and determine the types of information that can be elicited from such a study.

First, there is no uniform instructional level in ABE; students enter the program at grade equivalency levels of 0 to 9. Some students, in addition,

cannot speak English and may not be literate in their native language. This has implications for a follow-up study in that the vocabulary of the questions must be simplified and reading on the part of the participants must be kept to a minimum.

Second, there is no consistency in the number of hours a student spends in the program. Adult learning centers offer individualized instruction and have open time schedules so that students may enroll at any time and remain in the program as long as their personal situation permits. Duration of the educational experience can vary from ten to a thousand hours or more. Classes provide more structured patterns of instructional hours, but within an ABE program there is a variety of classes and a variety of hours of instruction provided by each class. Survey questions must be appropriate for students who have received any number of hours of instruction.

A third consideration is that there is no consistency in the students' educational background or experience at entry, nor standard academic achievement level at termination from the program. Since the program structure is highly individualized, it serves a range of students which includes those who have had no formal schooling, those who have a high school diploma but are functionally illiterate, and those who are to some degree functional, but not competent. The program provides instruction for the student to progress through the GED. No uniform cut-off level such as the GED or other certificate of competency is required, however, and terminated students' achievements range from grade level

0 through the GED. Follow-up questions must account for this range of achievement.

Fourth, students enter the program for a wide variety of reasons. For many students, ABE is voluntary education; other students enter ABE classes or learning centers as part of a stipend program. Individual student goals, therefore, may be influenced by the nature of the stipend program or the student's own receptivity to the ABE program. The ABE follow-up study must therefore include questions which measure a variety of possible student goals as well as a variety of effects which the program has on its participants.

Fifth, many students experience a language and communication barrier with respect to standard English. Follow-up questions must, therefore, be understood by respondents so that they will elicit valid responses. When possible, there must also be language empathy between interviewer and respondent.

Since the program differs in these respects from other educational programs, the follow-up of the ABE program differs from other follow-up studies as well. In the Gateway follow-up, for example, a comparison of pre-program and follow-up data is not possible since students' attitudes and aspirations were not measured upon entrance to the ABE program. Responses concerning such attitudes and goals are based on the respondents' memory of those goals at the time of the follow-up study. Furthermore, there is no control group in the Gateway follow-up design, even though it is generally agreed that an ideal research design would include one. The nature of the program and its participants, however, make such a control group difficult to define and obtain. In

the Gateway follow-up study, data analysis is based on a comparison of groups within the sample population.

It is with recognition of these variables and limitations that the ABE follow-up aims to measure opinions, attitudes, and behavior changes of a variety of former participants. It is meant not so much as a testing of scientifically determined hypotheses as an attempt to gather information on the former participants' perspectives of the value of the Gateway program.

Gateway Adult Basic Education Program in 1973, 1974, and 1975

The following summary of the ABE program at Gateway Technical Institute in the years 1973, 1974, and 1975 is presented to provide a frame-of-reference for the design of the follow-up study, to indicate the scope of program offerings, and to enumerate the varied clientele groups participating in ABE in the three years from which the follow-up sample is drawn. The district includes both rural and urban counties and provides a variety of program offerings in all areas.

In 1973, 1,340 students enrolled in ABE. Adult Learning Centers were operated in Delavan, Kenosha, and Racine, and at Southern Colony Training School. Students in learning centers included stipend students through WIN and UMOS; some students received Veterans Benefits or DVR funds. The clients at Southern Colony were employees of the training school, inmates of the State Farm at Union Grove, and individuals from the community. A variety of classes was sponsored in all parts of the district. In Walworth County, a mini-lab was

established at the Christian League for the Handicapped, serving adults with various degrees of physical disability. A program at the Walworth County Achievement Center provided academic training and work orientation for a group of mentally retarded adults. A class for retarded adults was held at High Ridge Hospital. Basic reading, writing, speaking, and listening skills were taught to adult classes in local schools and halfway houses. Some clients were emotionally disturbed adults; some were ESL students, many of whom were Spanish. Classes were held to prepare adults for citizenship and to teach consumer education; some workshops were held to teach basic math skills, and special instruction was provided to prepare students for the written driver's license exam.

The Adult Basic Education program in 1974 had many of the same characteristics as that of 1973. A total of 1,133 enrollees attended classes and learning centers. Adult learning centers were open in Delavan, Kenosha, and Racine. Small group sessions were held in three of the learning centers where students studied consumer education, coping skills, and interpersonal relationships, as a way of learning English. ABE classes served many of the same groups of people as in 1973; those at the Christian League for the Handicapped and the Walworth County Achievement Center served physically handicapped and mentally retarded adults respectively. Classes for Spanish-speaking, home-bound women were held in the participants' neighborhood, and classes were held on migrant farms for other Spanish-speaking adults. Other classes for basic reading, writing, speaking, and listening skills were held in local schools, neighborhood

centers, day care centers, and halfway houses. One class in job related instruction and several classes in driver's license preparation and citizenship were held.

A total of 1,703 students were enrolled in various ABE programs in 1975. Adults learning centers were open in Delavan, Kenosha, Racine, and Burlington. Classes were continued at the Christian League for the Handicapped, and the Walworth County Achievement Center. Other classes in job related instruction, reading for the driver's license, reading, writing, speaking, and listening skills, citizenship, and basic education skills were held. Clientele in these classes included UMOS students, other ESL students, physically and emotionally handicapped students, and mentally retarded adults. Many classes were held in cooperation with community agencies such as the Community Action Program. Some classes provided a basic skills orientation for parents of preschoolers. An effort was made to combine ABE with skill training and, in ESL classes, to focus on community orientation and functional conversational English.

During the three fiscal years covered by the follow-up study, the ABE program operated in a variety of instructional settings and served a variety of basic education needs. Likewise, clientele groups were extremely varied and included students of many different ethnic origins, students of normal, low, and retarded intelligence, emotionally stable and unstable students, English and non-English speaking or ESL students, and both stipend and non-stipend students. Content areas ranged from reading, math, social studies, pre-vocational training and ESL to citizenship, typing, and basic coping and survival skills.

Selection of the Sample Population

In determining the population which would be used for the follow-up study, a ten percent sample was drawn from each of the three years encompassed by the follow-up study. The first step in this process was the compilation of a list of all enrollees in the ABE program for each of the years 1973, 1974, and 1975. If a student had enrolled twice in the same year, he was only counted once in the compilation of total enrollees for that year. If a student had enrolled in succeeding years, he was counted in each year's enrollment total and his accumulated number of hours of instruction for those years was tabulated for the date of final termination from the program. The lists of enrollees for each year of the follow-up study were numbered sequentially so that each enrollee in the program for each year was assigned a number for that year. There were 1,340 enrollees in 1973, 1,133 enrollees in 1974, and 1,703 enrollees in 1975. From a list of random numbers a ten percent sample was selected from each of the three enrollment lists. From each of these samples, students who were still enrolled in the program at the end of fiscal year 1975 were considered active and were eliminated. Those remaining terminated students comprised the original sample population for each of the three years of the follow-up study (List I). In addition, random numbers were drawn for each year (Lists II and III) as back-up and replacement names to be used when students from List I could not be interviewed. A summary of this process can be found in Table I.

Table 1

SUMMARY OF THE SAMPLE SELECTION PROCESS

Year	Total Enrollees	Sample 10% of Total	Still active 7/75; Eliminated From Sample	sample population List I	Replacements List II	Replacements List III
1973	1,340	134	23	111	111	111
1974	1,133	113	17	96	96	96
1975	1,703	170	71	99	99	99
			Total	306	306	306

Records were checked for each student in the sample population to determine the final termination date from the ABE program and the total accumulated hours of instruction. Those students who terminated in a year other than that from which they were drawn were placed in the sample of the year of their final termination. The sample population for each year was then divided into four categories based on total accumulated hours of instruction as follows:

1 - Category 1 for students completing 0 to 25 hours of instruction
2 - Category 2 for students completing 26 to 50 hours of instruction
3 - Category 3 for students completing 51 to 100 hours of instruction
4 - Category 4 for students completing more than 100 hours of instruction[1]

Each of the former students whose name was selected in the original sample population (List I) for each of the three years was sent a letter explaining the study and notifying them that they would be contacted by an interviewer. A return post card was enclosed whereby the student could indicate a willingness or unwillingness to participate in the survey and also furnish a current address

and telephone number. Those students who indicated on the returned post card that they did not want to participate were replaced by a name from List II. Likewise, students for whom no address could be found were also replaced by an alternate name from List II. As the interview process progressed, similar replacements were made from Lists II and III when people in the sample population were unavailable for interview. In each year there were several cases where neither the replacement from List II nor that from List III was able to be interviewed. Since extra replacements were available from some members of the original sample population (List I) who had already been interviewed, these extra replacements were used as List IV and List V replacements when needed. When the time deadline for the interviewing process was reached, there were still some people left who were not able to be interviewed but who had not been replaced. A summary of the replacement process for each of the three follow-up years is given in Table 2. A further analysis of reasons for replacements will be presented in this chapter with a discussion of the interviewing process.

Table 2

SUMMARY OF REPLACEMENT PROCESS

Year from which name was drawn	Names in List I	Replacements used (Lists II-III)	Interviews Completed	Not completed; Not replaced
1973	111	116	104	7
1974	96	93	85	11
1975	99	77	84	15
Totals	306	286	273	33

Of the 273 interviews completed, three were discarded because of questionable interviewing technique. Of the remaining 270 interviews, 64 were with students who had terminated in 1973, 95 were with students who had terminated in 1974, and 111 were with students who had terminated in 1975. The tabulation of completed interviews by year and by hours categories is given in Table 3.

Table 3

TABULATION OF COMPLETED INTERVIEWS
BY YEAR AND BY CATEGORIES FOR HOURS OF INSTRUCTION

	Hours of Instruction				
Year	Category 1 0-25 hours	Category 2 25-50 hours	Category 3 51-100 hours	Category 4 100+ hours	Total
1973	30	14	11	9	64
1974	20	18	15	42	95
1975	26	21	20	44	111
Totals	76	53	46	95	270

The number of respondents with more than 100 hours of instruction in 1974 and 1975 is proportionately large. This is because responses of students who were in the program over a period of several years were analyzed in the year of their final termination, and they would tend to fall in the category of more hours of instruction since they were in the program over such a long period of time.

The Development of the Survey Instrument

The survey instrument used in the follow-up interviews was developed to gather data relating to the stated objectives of the study. Throughout the development of the instrument, an attempt was made to include questions that would permit a variety of individual responses and yet would, at the same time, gather precise and practical information concerning behavior changes resulting from the ABE educational experience. An attempt was made to sample both academic and vocational effects of the program and still give equal attention to those effects which were non-academic and non-vocational. Of particular concern was the refinement of the format for the interview. Questions were developed so that they would be clearly understood by the respondent and easily handled by the interviewer. Reading required of the respondent was kept to a minimum and language in questions was simplified. A balance was sought between response-directed and open-ended questions. The interview schedule was designed to be an entity in itself; an interviewer should be able to administer it to a former student so that the information collected does not depend on the ability of the interviewer to draw it out.

Several limitations encountered in the survey development process seem to be a direct result of the type of follow-up study which was undertaken. First, information concerning goals, attitudes, and impressions of the ABE experience which a student had before and during that experience can only be gathered from the perspective of that student's present memory of those goals, attitudes, and impressions. This is especially problematical when a student has been away from the program for a number of years or when a student has limited

mental abilities. Second, many former ABE students have been served by a variety of community agencies and programs or have also participated in other adult education programs. Valid responses to survey questions can only be obtained when a respondent focuses on a particular ABE experience in answering questions. It is difficult for many respondents to clearly isolate this experience in their thinking, and it is all the more difficult for them to attribute perceived effects solely to the ABE program. Third, questions included in the interview schedule cannot all be appropriate for a variety of clientele groups included in the sample population. Many questions, for example, seem particularly inappropriate for students who experienced only a few hours of ABE instruction. These concerns were considered endemic to a district-wide follow-up study and were handled as such throughout the development of the survey instrument.

The survey instrument consisted of an interview schedule which was developed in several stages. Initially a group of teachers, aides, and counselors from the Gateway ABE program formulated a "laundry list" of questions to elicit information concerning the first five objectives of the study. These questions were then revised, refined, and re-ordered by the researcher and set up in rough interview form. Special attention was given to selection of a relative balance of questions measuring academic and non-academic effects, and to wording and format of questions. The rough interview form was then submitted to the staff members who had compiled the original questions for the purpose of eliciting suggested revisions. The interview schedule was then revised a

second time with special attention given to the format and ordering of questions. Assistance was obtained from Gateway and university resource personnel during the second revision. A first draft of the interview schedule was then sent to a variety of reviewers within and outside the district. These people were selected to provide suggestions from many points of view and included other Gateway ABE staff, ABE coordinators in other Wisconsin districts, ABE researchers and university educators, and survey research personnel trained in interviewing techniques. Suggestions gathered from these resources were compiled and used in the compilation of a second draft interview schedule. These suggestions helped prioritize questions and shorten the draft to a length that a respondent could complete in an hour. The second draft interview schedule was then used in a field test of the instrument conducted with a variety of students in the Gateway district who terminated from the ABE program in fiscal year 1976. From the results of the field test, the final interview schedule was developed, which was used in the data gathering process of the follow-up study. The field test was useful in the final refinement of the wording of questions and a further elimination of peripheral questions which did not elicit significant information. A copy of the final interview schedule and instructions to the interviewers can be found in Appendix A.

The Interviewing Process

Due to the varied nature of the ABE program and the former clients of that program who were in the sample population, most interviewers for the follow-up

study were selected from among the ABE professional and paraprofessional staff. It was decided that those people most familiar with the program would empathize with and better understand the responses of those former students in the sample population. It was also felt that staff members who were familiar with the problems of ABE clientele would be able to establish a better interview rapport than professional interviewers or other interviewers brought in from the community. The directors of the study hoped that staff members would also be in better touch with information from subculture groups in the community which would help them contact members of the sample population. Interviewers who were ABE staff members were not to interview former students with whom they had worked or identify themselves as ABE staff.

Some interviewers, however, were selected on the basis of their familiarity or past experience with disadvantaged groups, some had had professional interviewing experience in the communities involved and some were selected for their knowledge of other languages. An attempt was made to employ a varied group of interviewers: men and women, younger and older people, and members of ethnic and minority groups. This permitted matching of interviewers and respondents to encourage more comfortable interview situations. It was also decided that interviews would be done by individuals rather than teams of two. This was to lessen any intimidation and to increase the possibility of relaxation on the part of the respondent. It was assumed that most interviews would take place in the respondent's home, although arrangements could be made for use of other locations if desired by the respondent.

A one-day training session for interviewers was held on March 13, 1976. Training was done by the project directors and researcher, with the assistance of a community program specialist with experience in interviewing and interviewer training. During the session, the importance of the study and reasons for each of the questions of the interview were explained to interviewers. Interviewing techniques of probing for further responses, recording responses accurately, and editing were also explained and practiced by interviewers in role-playing sessions. Interviewers were also instructed in the administration of the word recognition section of the Wide Range Achievement Test included in the interview schedule to verify reading grade levels of the respondents. A copy of the written instructions to the interviewers which were distributed at this session can also be found in Appendix A. Interviewers were provided with letters of introduction, identification badges, sufficient copies of the survey instrument, and instructions on how to use it. As further means of identification, they were given a copy of the letter which had been mailed to prospective interviewees. They were also supplied with Gateway pens and small personal phone books which were given to respondents at the end of the interview as tokens of appreciation.

The interviewing process began immediately after the training session and was originally intended to last for a period of six weeks. Due to many difficulties encountered in this stage of the research, however, the interviewing process was extended seven more weeks until June 21, 1976. During this time, interviewers were in weekly contact with project personnel to return cover sheets of interviewees who could not be located or interviewed and to receive new interview

assignments. Problems encountered were many and varied. Most addresses proved to be out-of-date; many former students had moved several times since attending the ABE program. Many interviewees had no phone or had changed to unlisted numbers. Much interviewer time was spent tracking down information that resulted in "dead ends." Some information was gained from relatives and neighbors. Subculture communities, however, were often tight-lipped and closed to interviewers trying to locate respondents. Reassurance from people who were trusted within these subcultural and minority groups was needed for respondents to agree to be interviewed. Getting "in the door" proved consistently to be a major problem. The purpose of the study was difficult for interviewers to explain to potential participants. Many respondents were very suspicious at first, although they were generally receptive to the study by the end of the interview. Some respondents had heavy work schedules and found it difficult to find time to participate in the interview. Many people from the sample population simply could not be located; the ABE population proved to be extremely mobile and unsettled. A summary of reasons for incompleted interviews appears in Table 4.

Table 4

REASONS FOR NON-COMPLETED INTERVIEWS BY YEAR

	1973		1974		1975		Total	% of 319
A. No current address	90	69%	73	73%	61	67%	224	70%
1. not at address given-no further info	64		58		49		171	
2. moved	26		15		12		53	
B. inappropriate to interview	10	7.6%	8	8%	5	5.5%	23	7%
1. retarded-couldn't remember class	5		5		1		11	
2. Health	1		0		1		2	
3. emotionally disturbed	2		1		1		4	
4. other	2		2		2		6	
C. Unwilling to participate	21	16%	6	6%	8	9%	35	11%
1. refused interview	19		3		8		30	
2. said he/she never attended class/learning center	2		3		0		5	
D. Died	2	1.5%	1	1%	1	1%	4	1%
E. Interviewer did not contact--not replaced by 6/21/76	7	5%	11	11%	15	16%	33	10%
TOTAL	130	99%	99	99%	90	98.5%	319	99%

Is is noteworthy that 224 (70%) of the 319 incompleted interviews were not completed because the interviewee was not located. Also noteworthy are the 35 respondents (11%) who were unwilling to participate in the interview. This was indicated either by a "no" response on the return post card or a refusal to

a personal contact by an interviewer. Some of the latter told interviewers that they had never attended any class or learning center and had not participated in the ABE program. There was also a certain number of respondents who were part of the sample population and who were not interviewed for some special reason. It was inappropriate to interview some students who were retarded or mentally or emotionally disturbed and, when contacted, could not remember the class they had been in. Several of these former students were actually met for an interview. The resulting "interviews" contained so few responses, however, that they were considered non-complete.

In those interviews that were completed, interviewers experienced a variety of difficulties ranging from overcoming suspicion barriers, to dealing with language and communication barriers of former ESL students, to handling interruptions by other people in the household, especially children. Through experience it was found that interviews went better when women interviewed women and men interviewed men, when blacks interviewed blacks and when Spanish-speaking people interviewed Spanish-speaking respondents. It was also found that an initial contact by a person the respondent already knew, a former teacher or aide, for example, increased the respondent's receptivity to the interview and allayed fears and suspicions. Some interviewers discovered that an initial personal visit to the interviewee's house worked best to set up an interview appointment. The following excerpt from an interviewer's comments on a cover sheet illustrates the importance of this technique:

> I have discovered the importance of personal contact. In this case--besides being cautious about "hostility," apprehensive about the neighborhood, and having the interviewee hang up on me on the telephone, I chose a personal visit anyway since I was so curious about the possible hostility and why.
>
> Also, being an avid pet lover, I have discovered that almost anyone with an obviously well cared-for pet will respond to another "pet lover." Using a common interest like this, it is easy to slip into the interview.

Many good experiences resulted from the interview process. Once an interviewer was able to sit down and interview a former student, the interview itself generally went well. Many former students appreciated the efforts of the ABE program to follow-up on their progress. To many respondents, the interviewer represented a link to Gateway Technical Institute and an impetus to serious consideration of a return to ABE classes or other educational programs.

Upon completion of the interview process, a review was made of the interviewers and debriefing sessions were held in Kenosha and Racine. It was found that the best interviewers were those who were convinced of the importance of the study, accurate in following directions of administering the interview, persistent in their attempts to locate people and set appointments, and assertive in their manner of requesting an interview. Interviewers having these qualities did not necessarily fall into any cultural, sex, or experience-based grouping. The debriefing sessions with interviewers produced some valuable insights and accounts of the interviewing process. There was general agreement that respondents gave honest answers, even on the personal questions asked in the

interview. Interviewers indicated that most respondents, once contacted, were receptive to the interview. The most difficult interviews were those in which the respondent didn't speak English very well or was mentally retarded or incompetent. A consistent trouble spot in the interview was the WRAT word recognition test. People balked at reading the word lists or were embarrassed by them. Some respondents were uneasy answering questions concerning stipends they had received, library card usage, and voting habits. It was generally agreed that the interviews themselves were a rewarding experience. The most difficult part of the process was locating respondents and making the first contact.

Analysis of the Data

The interview schedule was examined by data processing personnel and a code for each possible response was established. Open-ended questions were not coded. Completed interviews were coded onto computer scan sheets which were then processed to give frequency tabulations for each response for interviews falling in each year and hours category. Some further statistical analysis of certain responses was conducted to verify conclusions on the objectives of the study. These analyses and response results are detailed in the next chapter of the study.

Footnote

[1]This procedure varies somewhat from that which was originally proposed for the follow-up study. Originally, the percent of students in each hours category of the sample population for a given year was to be the same as the percent of students in the total enrollment for that year who fell within that category of hours of instruction. There was enough questionable and incomplete information concerning the hours of instruction for the total enrollment population to make the establishment of these percentages of questionable validity. Students in the sample population were therefore placed in categories by hours of instruction without controls for numbers of students in each category.

A second modification of the original procedure concerned the establishment of the hours categories themselves. Originally there were five categories which would have grouped students by:

0-25 hours of instruction
26-100 hours of instruction
100-175 hours of instruction
176-250 hours of instruction
more than 250 hours of instruction

From the information that was available on total hours of instruction for each student, the number of students in each category was determined for each of the three follow-up years. This grouping showed that comparatively few students spent more than 100 hours in the program while a large number spent less than 25 hours in the program. It was felt that more significant differences might be detected by the follow-up study if the original second category (26-100 hours) were broken down further and the original third, fourth, and fifth categories were combined. Thus the final hours categories used in the research were established.

Chapter IV

Results of the Research

Introduction

Data obtained from the survey interviews was arranged in tabular form by question, and comparisons were made among responses grouped by year and also grouped by hours of instruction categories. The chi square test which is used "in testing null hypotheses of no significant differences between or among the responses of individuals in two or more groups"[1] was then applied to those items deemed appropriate. Some differences of response among groupings by year and by hours of instruction were found to be statistically significant at the .05 or greater level, notably those relating to employment changes and reading habits. Other response patterns which are relevant to the study also occurred and are discussed in this chapter.

Findings are presented in the following order of topical groupings:

- respondents' impressions of, attitudes toward, and rating of their ABE program experiences;
- respondents' individual goals in the ABE program and the degree to which they were met;
- respondents' perceptions of job-related effects of the ABE program;

- respondents' perceptions of effects of ABE on family relationships;
- respondents' personal perceptions of the value of the ABE program and its effects on their community participation roles;
- the effects of the ABE program in changing respondents, reading habits and achievement levels.

Conclusions and recommendations of the study are presented in Chapter VI.

Impressions of, Attitudes toward, and Overall Rating of the ABE Program

Respondents were asked to state the mode of instruction which they experienced in the ABE program. Of 270 respondents, 72 attended classes, 133 attended learning centers, and 65 attended both classes and learning centers. Those respondents who attended both classes and learning centers were asked to state a preference for one or the other mode of instruction. Of 65 respondents, 17 indicated no preference for either the class or the learning center. Preference of the other 48 respondents are indicated in Tables 5 and 6.

Table 5

Preference of Classroom or Learning Center
by Year, Expressed in Percentage

N = 65

	1973	1974	1975	Total
Preferred classroom	9.2	16.9	15.4	41.5
Preferred learning center	4.6	12.3	15.4	32.3
No preference	7.8	4.6	13.8	26.2
Total	21.6	33.8	44.6	100.0± .1

Table 6

Preference of Classroom or Learning Center
by Hours of Instruction, Expressed in Percentage

N = 65

HOURS	0-25	26-50	51-100	100+	Total
Preferred classroom	12.3	6.2	9.2	13.8	41.5
Preferred learning center	9.3	9.2	4.6	9.2	32.3
No preference	9.2	6.2	4.6	6.2	26.2
Total	30.8	21.6	18.4	29.2	100.0

In two of the three years, respondents indicated a preference for the classroom; in 1975 preference for the classroom and learning centers was equally divided. By hours of instruction, respondents' preference was also for classroom instruction, with the exception of those respondents with 26 to 50 hours of instruction, who indicated more preference for the learning center. Overall, a slight preference for classroom instruction was expressed.

Respondents were asked how they found out about the ABE program. The question was left open-ended so that respondents could list all sources of information; 285 responses were recorded. Most frequently mentioned as a source of information was a friend or family member. This was consistent across all categories of hours of instruction and all years except 1974. Recruiters and counselors, especially those from Gateway, were consistently mentioned as a source of information in all years and all categories of hours of instruction. Responses in the "other" category were quite varied. Some respondents only indicated a vague remembrance of getting to know about the ABE program. Others elaborated on categories already mentioned, such as listing counselors from WIN or immigrant service agencies. A summary of the responses is found in Tables 7 and 8.

Table 7

Sources of Information about the ABE Program, by Year, Expressed in Percentage

N = 285 (multiple responses)

	1973	1974	1975	Total
Friend or family member	5.7	11.2	13.3	30.2
Recruiter or counselor	3.8	7.4	8.8	20.0
Newspaper or brochure	4.9	3.1	2.5	10.5
Social worker	1.0	5.3	3.5	9.8
A current ABE student	1.7	1.4	2.1	5.2
Other	6.0	7.4	10.9	24.3
Total	23.1	35.8	41.1	100.0 ± .1

Table 8

Sources of Information about the ABE Program by Hours of Instruction, Expressed in Percentage
N = 285

(multiple responses)

	0-25 hrs	26-50 hrs	51-100 hrs	100+ hrs	Total
Friend or family member	7.4	6.0	7.0	9.8	30.2
Recruiter or counselor	6.0	3.5	3.1	7.4	20.0
Newspaper or brochure	2.8	2.8	1.1	3.8	10.5
Social worker	1.7	1.0	1.8	5.3	9.8
A current ABE student	2.4	1.0	1.1	.7	5.2
Other	6.7	6.0	3.2	8.4	24.3
Total	27.0	20.3	17.3	35.4	100.0 ± .1

Respondents were also asked if they had encouraged other people to attend the ABE program. Responses were consistent in each of the years and each of the categories of hours of instruction. Of 270 respondents, 192 (71.1%) indicated they had encouraged others to attend. This finding seems compatible with the high number of respondents who indicated that they themselves had heard about the program from a friend or family member.

A series of questions asked respondents to elaborate their initial worries and apprehensions about the ABE program, and to report aspects of the program which helped them adjust to it. Of all respondents 101 (37%) indicated that they had no worries when they entered the ABE program. Responses from the other respondents who indicated that they did have worries are found in Tables 9 and 10. Consistent areas of worry were apprehensions about the usefulness of the program and concerns that the participant had been away from school for a long time. Responses coded in the "other" category covered a wide range, but generally concerned health, transportation, and personal family problems.

Table 9

Worries Experienced Initially by Respondents, by Year, Expressed in Percentage

N = 347 (multiple responses)

	1973	1974	1975	Total
Away from school for a long time	4.6	10.7	13.2	28.5
Didn't know if program would help	4.6	6.3	7.3	18.2
Difficulty with English	4.0	4.6	6.9	15.5
Thought they couldn't learn	2.6	5.8	4.9	13.2
Too old to learn	2.6	4.0	4.4	11.0
Felt uncomfortable, self-conscious	.9	2.0	1.7	4.6
Other	1.7	3.5	3.7	9.0
Total	21.0	36.9	42.1	100.0

Table 10

Worries Experienced Initially by Respondents
by Hours of Instruction, Expressed in Percentage

N = 347 (multiple responses)

	0-25 hrs	26-50 hrs	51-100 hrs	100+ hrs	Total
Away from school for a long time	9.2	5.2	3.4	10.7	28.5
Didn't know if program would help	5.5	2.3	2.3	8.1	18.2
Difficulty with English	4.0	4.6	2.6	4.3	15.5
Thought they couldn't learn	4.3	2.0	.9	6.0	13.2
Too old to learn	2.9	1.2	2.0	4.9	11.0
Felt uncomfortable, self-conscious	.3	1.4	.3	2.6	4.6
Other	2.9	1.2	1.7	3.2	9.0
Total	29.1	17.9	13.2	39.8	100.0

When respondents who had indicated initial worries and concerns were asked whether they stopped attending the ABE program because of those worries or continued to attend the program, 72.2% indicated they continued and 27.7% indicated they stopped. These findings were consistent in all years of the survey and in all hours of instruction categories.

Respondents were then asked which of several specified aspects of the program helped them in the classes or learning centers. Consistently in all years and in all hours of instruction categories the most frequently-mentioned helpful aspect was that "the teacher made me feel comfortable." Other responses mentioned most often were that students could work at their own speed, materials were of appropriate difficulty levels, the atmosphere of the class was casual, and counselors helped students with other problems. Findings concerning helpful aspects of the program are found in Tables 11 and 12. Included in the "other" response category are responses such as being able to choose the subjects to study, having someone in the class or learning center that spoke the same language as the respondent, and finding out that the individual could learn. Responses in each of these categories totaled less than 10% of all responses.

Respondents were asked whether they received enough individual attention from teachers and aides when they were attending the ABE program, and also whether the materials which they used in ABE classes and learning centers were sufficiently interesting for adults. While responses showed no significant difference by year or by hours of instruction, responses to both questions were consistently favorable. Of the total sample population, 86.7% indicated

Table 11

Aspects of the ABE Program Which Helped Students in Classes and Learning Centers, by Year, Expressed in Percentage

	N = 1,129 (multiple response)			
	1973	1974	1975	Total
Teacher made student feel comfortable	4.0	5.6	6.1	15.7
Students can work at their own speed	3.1	4.7	5.5	13.3
Materials were not too hard	3.4	4.1	4.4	11.9
Atmosphere of class/ learning center was casual	3.4	3.4	5.0	11.8
Counselors helped with other problems	3.1	3.4	4.8	11.3
Students get to know other students	2.4	3.5	5.0	10.9
Other	5.7	8.9	10.5	25.1
Total	25.1	33.6	41.3	100.0 ± .1

Table 12

Aspects of the ABE Program Which Helped Students in Classes and Learning Centers, by Hours of Instruction, Expressed in Percentage

N = 1,129 (multiple responses)

	0-25 hrs	26-50 hrs	51-100 hrs	100+ hrs	Total
Teacher made student feel comfortable	4.3	3.0	2.7	5.7	15.7
Students can work at their own speed	3.4	2.6	2.3	5.0	13.3
Materials are not too hard	3.8	2.1	1.8	4.2	11.9
Atmosphere of class/ learning center was casual	3.4	2.2	2.0	4.2	11.8
Counselors helped with other problems	3.1	2.2	2.1	3.9	11.3
Students got to know other students	2.5	2.1	1.8	4.5	10.9
Other	7.1	4.9	4.4	8.7	25.1
Total	27.6	19.1	17.1	36.2	100.0±.1

that they had received enough individual attention, 10.7% indicated they they had not and 2.5% were uncertain. Response to materials of sufficient interest to adults was even more supportive: 90% of the respondents indicated the materials were interesting enough for adults, 8.1% indicated they were not interesting enough, and 1.8% were uncertain in evaluating the materials.

Statements describing certain aspects of the ABE program were presented to respondents who were then asked to indicate whether they liked or disliked that part of the program. Respondents who attended both classes and learning centers were asked to react to each statement twice, once on the basis of the classroom experience and once on the basis of the learning center experience. The respondent could, however, choose to respond to all statements only on the basis of one of these two experiences. All respondents only indicated "like/dislike" preference concerning the ABE situation as they experienced it. All responses based on classroom experiences were separated from those based on learning center experiences. Significant differences in response were found between the two modes of instruction, classroom and learning center. Some attitudes were found to be significant, that is, a greater percentage of respondents favored these conditions or situations than would have been expected. Within the classroom, the conditions found to be significant at the .05 level were: the opportunity to choose the subjects to be studied, the opportunity to study with other people and the atmosphere that was relaxed and casual. Within the learning center, the conditions found to be significant at the .05 level were: the open schedule which allowed students to come and go as they pleased, the opportunity to choose the subjects to be

studied, the opportunity to study with other people, and the atmosphere that was relaxed and casual. Findings of respondents' attitudes toward aspects of the ABE learning experience are found in Table 13.

Preferences indicated in Table 13 show that students generally liked the conditions of the instructional setting which they experienced. In both classes and learning centers, students who experienced open scheduling liked open scheduling. Students with definite schedules of instructional hours liked definite scheduling. In the learning centers, the preference for open scheduling was statistically important.

Most students in both classes and learning centers did not receive grades and preferred the lack of grading. Respondents who did receive grades indicated a preference for having them.

Both in the classroom and in learning centers students who could choose their own subjects preferred to have this choice. Preferences differed for students who could not choose their own subjects: in the classes, students liked the lack of choice, but in the learning centers, students did not like the lack of choice. Preferences for the ability to choose subjects to study are statistically significant in both classes and learning centers.

Both in the classroom and in learning centers, people who could study with others liked that condition. Students who could not study with others did not show a strong preference for that condition. Students in classes and learning center groups liked the opportunity to study with others to a degree that was statistically significant.

Table 13

Attitudes Toward Selected Aspects of the ABE Program by Modes of Instruction, Expressed in Percentage

Respondents' experiences in ABE	Mode of Instruction: Classroom % favorable attitude*	Classroom N=	Learning Center % favorable attitude	Learning Center N=
Open schedule	100	22	94.9**	138
Definite schedule	88.6	79	80.9	21
Received grades	80.5	36	85.7	35
Did not receive grades	87.3	63	80.0	125
Students chose subjects to study	100**	58	98.7**	156
Students did not choose subjects to study	88.9	45	36.3	11
Students could study with other people	95.6**	92	90.6**	139
Students could not study with other people	54.5	11	65.0	20
Had homework	83.3	60	76.0	25
Had no homework	79.5	44	72.2	144
Did not have to finish at a certain time	89.4	47	93.6	156
Had to finish at a certain time	78.6	56	77.8	9
Atmosphere was relaxed, casual	96.9**	98	95.2**	168
Atmosphere was not relaxed, casual	50.0	8	50.0	2

*Respondents indicated that they "liked" rather than "disliked" that aspect of the program which they experienced. The percentages represent responses which did indicate a preference. For each pair of items there was a consistently low number (2%) of responses which indicated "no preference."
**Significant at .05 or greater level.

Students who were not obligated to finish at a certain time liked this condition. Students who were obligated to finish at a certain time also liked that aspect of the program.[2] The preference of students not obligated to finish at a certain time was stronger, however.

There was a significant difference in attitude between students in both classes and learning centers who experienced a relaxed and casual atmosphere and those who did not. Those students who experienced a casual learning atmosphere overwhelmingly liked it; those who did not experience such an atmosphere were divided in their like or dislike for it.

Respondents were also asked whether the class or learning center which they attended was easy to get to. Of 278 responses, 258 indicated that the class or learning center was easy to get to while 20 indicated they were not easy to get to.

Respondents were asked to give an overall rating of the ABE program. Four respondents were not able to make a judgment about the overall effectiveness of the program. By year and by hours of instruction categories, the findings were consistently favorable. It is of interest to note that students with fewer hours of instruction (0-25 and 26-50 hours) indicated that the program was as helpful as did students with more hours of instruction. Results of the rating are found in Tables 14 and 15.

Table 14

Overall Rating of ABE Program, by Year
Expressed in Percentage

N = 266

	1973	1974	1975	Total
Very helpful	13.9	25.2	24.8	63.9
Helpful	9.4	9.4	14.7	33.5
Not helpful	.4	.7	1.5	2.6
Total	23.7	35.3	41.0	100.0±.1

Table 15

Overall Rating of ABE Program,
by Hours of Instruction
Expressed in Percentage

N = 266

	0-25 hrs	25-50 hrs	51-100 hrs	100+ hrs	Total
Very helpful	18.0	12.8	9.8	23.3	63.9
Helpful	9.0	6.8	6.4	11.3	33.5
Not helpful	1.5	0	.4	.7	2.6
Total	28.5	19.6	16.6	35.3	100.0±.1

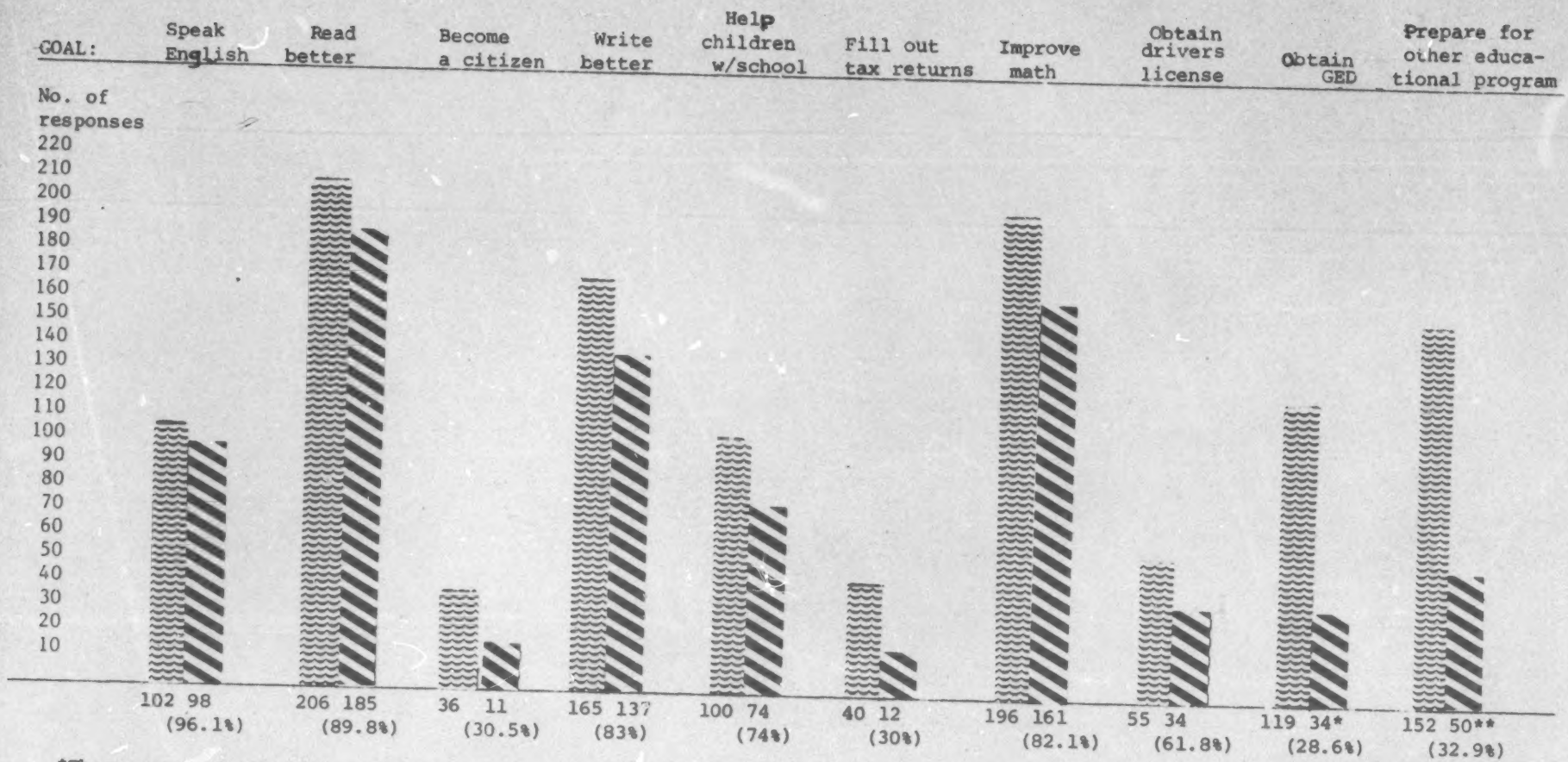
Most respondents indicated that the program was either helpful or very helpful; only a small percentage thought that the program was not helpful. The overwhelmingly positive response to the program as a whole may be a function of the weighting of response choices in favor of program helpfulness or the hesitancy of respondents to indicate that the program was not helpful.

Individual Goals and the Degree to Which They Were Met

One portion of the interview concentrated on respondents' desired accomplishments upon entry to or during participation in the ABE program. Respondents were asked whether stated objectives were goals which they had had in ABE, and then were asked, concerning each of their stated goals, whether their ABE learning experience helped them attain that goal. A summary of respondents' goals and their attitudes toward the helpfulness of ABE in attaining those goals is found in Graph 1.

Graph 1

Students' Goals and Helpfulness of ABE in Attaining Those Goals



*These respondents indicated that they had completed the GED. It is not known how many respondents felt the ABE experience helped them toward that goal.

**Actually enrolled in another educational program; 36 (72%) indicated they were adequately prepared for the further educational program which they entered.

-67-

Key

Respondents who indicated they had the goal during participation in ABE.

Respondents who indicated ABE helped them toward that goal.

Of all respondents, 102 (37.8% of the sample) indicated they wanted to learn to speak English during their ABE experience. Of those who indicated that this was a goal, 98 (96.1%) indicated that their work in classes or learning centers helped them speak English better.

Of all 270 respondents, 206 (76.3% of the sample) indicated they wanted to learn to read better during their ABE experience. Of those 206 respondents, 185 (89.8%) said that their ABE work helped them read better.

Thirty-six respondents (13.3% of the sample) indicated that they wanted to learn to become a citizen, andof those respondents 11 (30.5%) indicated that their work in the class or learning center helped them prepare for the citizenship exam.

One hundred sixty-five respondents (61.1% of the sample) said that one of their goals in ABE was to learn to write better; of these respondents 137 (83%) indicated that their work in the class or learning center helped them write better.

One hundred respondents (37% of the sample) indicated that in ABE they wanted to be able to help their children with their schoolwork. Of the 270 respondents in the survey population, 77 (28.5%) do not have children and would find this an inappropriate goal. Of those who did indicate this as a goal, 74 (74%) also indicated that their work in the classes and learning centers prepared them to help their children with schoolwork.

Forty respondents (14.8% of the sample) said they wanted to learn how to fill out income tax returns in ABE; of those respondents, 12 (30%) indicated that they had learned this in classes and learning centers. Of those twelve respondents, eleven also indicated that they had filled out their own income tax returns since their termination from the ABE program.

Of all 270 respondents, 196 (72.6%) indicated that they wanted to improve their math during the ABE experience. Of these respondents, 161 (82.1%) indicated that their work in ABE had helped improve their math.

Only 55 respondents (20.4% of the sample) indicated that one of their goals during the ABE experience was to get their driver's license. Of these respondents it is not known how many had already passed the written part of the driver's test. Of the 55 who wanted to get a driver's license, however, 34 (61.8%) indicated that their ABE experience had helped them take the written part of the driver's test.

Respondents were asked if they wanted to obtain the GED (General Educational Development test on high school equivalency) certificate, and 119 (44.1% of the sample) indicated that this was one of their goals. Of those 119 respondents, 34 (28.6%) indicated that they had completed all five tests and received the GED.[3] It should be noted, however, that this number represents only those students who actually attained the stated goal; it does not reflect the number or percentage of respondents who were helped toward that goal by their ABE experience. Some respondents indicated incidentally during

the interview that ABE had helped them pass some sections of the GED, and that they had not yet passed all five tests. No systematic account of this influence of ABE was obtained, however.

Finally, respondents were asked if during their ABE experience, they wanted to prepare themselves to enter another educational program. Of the 152 respondents, (56.3% of the sample) who indicated this was a goal, 50 (32.9%) indicated that they did enroll in another educational program after termination from ABE. This number represents only those students who had attained their goal; it does not represent the number of students who felt that ABE helped them toward that goal, even though they never attained it.

Of the 50 respondents who entered other education programs, 36 (53.6%) indicated they were adequately prepared for the educational program which they entered. Those students who felt inadequately prepared for the program which they entered consistently indicated that reading and math were areas in which they were lacking in preparation. Of those students who felt they were adequately prepared, 32 either completed or are still enrolled in the further educational program which they entered.

Respondents were asked to state other things they wanted to accomplish when they started attending the ABE program. Most frequently mentioned responses were career orientation/preparation and a general desire to learn or self-improvement goals.

In summary, Graph 1 indicates that the most frequently mentioned goals were reading and math improvement. Least mentioned goals were citizenship

and income tax preparation. Goal areas in which ABE was most able to help students, were reading and learning to speak English. Areas where ABE was least able to help were citizenship and income tax preparation. In general, respondents strongly indicated that the ABE experience helped them toward their goals. The discrepancy between desired goals and attainment of goals in the areas of GED preparation and preparation for further educational programs may be an indication that students set unattainable goals for themselves. In these two areas, there may be less of a discrepancy between desired goals and helpfulness of ABE in attaining those goals. Valid statements to this effect cannot be made due to lack of data.

Projecting the pattern of responses indicated in Graph 1 o the total enrollment population of three years of the study, some conclusions can be made concerning the effectiveness of ABE in helping students attain their desired goals.

Of all students enrolled in 1973, 1974, and 1975, the ABE experiences helped 1,112 individuals speak English better; it helped 2,097 individuals to read better; it helped 124 individuals become citizens; it helped 1,552 individuals write better; it prepared 838 individuals to help their children with their schoolwork; it helped 136 individuals fill out their income tax returns; it helped 1,824 individuals improve their math; it helped 386 people obtain their driver's license. It also helped 385 individuals complete the GED and 566 individuals to continue their education by entering other educational programs.

Respondents were asked two general questions about their desired goals in the ABE program: first, if they had finished what they wanted to accomplish in the program and second, if they were satisfied with what they did accomplish in the program. Of all respondents, 62.1% indicated that they had not accomplished what they wanted to accomplish, 36.8% said they had completed their desired goals, and 1.1% said they had partly completed what they wanted to accomplish. Respondents were generally satisfied with what they had accomplished, however. Of all respondents, 82% indicated that they were satisfied with their accomplishments in ABE, 16.8% indicated that they were not satisfied, and 1.1% were undecided about their satisfaction with what they had accomplished in ABE

All respondents were asked if they might enroll in another educational program in the future. Many respondents indicated that they might enroll in several types of programs. Of all respondents, 14.4% indicated no interest in other educational programs. Of those responses which indicated possible enrollment in other educational programs, 37.5% indicated a possible return to an ABE program, 33.8% indicated a possible enrollment in vocational or technical school, 21.9% indicated a possible enrollment in non-credit interest classes, and 6.8% indicated a possible enrollment in college.

Effectiveness of the ABE Program in Job-related Areas

One section of the interview was designed to elicit information on respondents' employment profiles and relationships between ABE and job-related

reasons for entering the ABE program. Those respondents who did indicate job-related reasons for enrollment often indicated more than one such reason. Of all job-related enrollment responses, the most frequently mentioned (33.9%) was the desire to learn a specific skill for a specific job. Those respondents who desired such a specific skill were also asked if they had learned that skill well enough to qualify for the job they had in mind, and 36% indicated that they had. Of all job-related enrollment responses, the next most frequently mentioned (29.4%) was the desire to get a better job. Other responses included the desire to get a job (17.1%), the desire to get off public assistance (9.8%), and the opportunity to get paid to go to school (9.8%).

A series of questions was asked concerning job applications and interviews and ABE experiences which may have helped in this process. Half of all respondents indicated that they had applied for jobs since they had terminated from the ABE program. Of the 135 respondents who had applied for jobs, 109 (80.7%) indicated that they had also had job interviews. Twenty-five (22.9%) of these respondents said they had had job interview practice during their ABE experience and that this practice was helpful; only one respondent indicated that it was not helpful.

Respondents were asked if they had had any practice reading newspaper want-ads or filling out job application forms during their ABE experience. Of all respondents, 73 (27%) indicated that they had experienced this practice. These respondents were asked if this practice helped them feel confident about applying for jobs, and 58 (79.4%) indicated that it did.

Respondents were then asked if they had had any job counseling during their ABE experience. Responses were consistent in all years and hours-of-instruction categories. Of all respondents, 36.8% had received job counseling. These respondents were asked if they considered this counseling helpful, and 86.4% indicated that it was.

Respondents were asked if during their ABE experience, they participated in any tours which ABE counselors arranged to visit industries, banks, hospitals, and sites of interest in the communities. Of all respondents 25% had participated in the tours. These respondents were then asked to indicate job-related information they gained from the tours and to judge the helpfulness of these tours. Respondents often mentioned several types of information gained from tours of industry. The most frequently mentioned response (39.5% of all responses) was that the tours made students aware of the type of job they might apply for. Students also learned where to apply for jobs (22.4% of all responses) and how to apply for jobs (17.1% of all responses). Of all respondents who answered this question, 29.6% indicated that the tours of industry helped them with none of the above information. When respondents were asked how helpful they considered the tours, 37.7% indicated that they were very helpful, 49% indicated that they were helpful, and 13.2% indicated that they were not helpful.

Respondents who had indicated that they had applied for a job or jobs since termination from the ABE program were asked if they had had any full-time and/or part-time employment since their ABE experience. Responses

were consistent in all years and all hours-of-instruction categories. Of 135 respondents who had applied for jobs, 111 (82.2%) indicated that they had had either full-time or part-time employment. Of these respondents, 41 (36.9%) had held both full and part time jobs. Of all jobs held by respondents who had been employed, most were full-time jobs (67.1%).

Respondents who had been employed since termination from ABE were asked if they thought that something they gained from their ABE experience helped them get a job. Of these respondents, 43.1% indicated that the ABE experience did help them get a job. The data was not correlated with that concerning job-related reasons for enrollment in ABE. It is not known, therefore, what portion of these respondents were participants who desired specific job-getting benefits from their ABE experience.

Respondents were asked to enumerate their reasons for termination from the ABE program, especially those that were job-related. Many respondents were not able to clearly state their reasons for termination. Of those responses that were enumerated, 23% indicated that respondents stopped attending the program because they got a full-time job and 7.2% indicated they stopped because they either got a part-time job or entered a work-training program. Therefore, over 30% of the responses indicated that students terminated from ABE because of employment opportunities.

Other reasons given for termination from the ABE program were varied. Of all responses, 15.3% indicated that the student finished the GED, 14.3%

indicated family problems and 10.7% indicated time contraints, mainly those due to employment, as reasons for termination. Some responses (10.2%) indicated that students had transportation difficulties, that they moved from the community or that they entered another educational program. Some reasons for termination were related to the nature of the program; 15.3% of all responses named completion of goals, the end of a scheduled class, and problems of adjustment to the learning situation.

One respondent's comment illustrates the type of adjustment problems experienced by some students:

> I quit because there was too much conversation there... I couldn't concentrate on what I wanted to learn. I think some of the people going there went only because they were paid to go to school...their yakity-yak surely made it hard for me to think or learn anything...they went there to do their "yakking" and I finally got mad and quit. I felt I was wasting my time.

Respondents were asked to state their employment status before and during participation in ABE and at the time of the follow-up study. Results of these questions were organized in several types of tables and analyzed statistically. To determine patterns of change in employment status, comparisons of each respondent's answers to the employment status questions were made. Results of these comparisons were arranged in tables by year and by hours of instruction in Tables 16 and 17.

Table 16

Change in Employment Status, by Year

N = 270

Employment Status	1973	%	1974	%	1975	%	Total	%
No change in employment status	37	13.7	65	24.1	75	27.8	177	65.5
Full time	22		22		29		73	27.0
Part time	2		6		7		15	5.5
Unemployed	13**		37***		39****		89	33.0
Increase in employment	20	7.4	19	7.0	22	8.1	61	22.6
Full time	15		13		16		44	16.3
Part time	5		6		6		17	6.3
Decrease in employment	7	2.6	10	3.7	12	4.4	29	10.7
Part time	1		2		2		5	1.8
Unemployed	6		8		10*		24	8.9
No Record	0		1	.4	2	.7	3	1.1
Total	64	23.7	95	35.2	111	41.0	270	100.0±.1

* 2 laid off
** 1 disability, 1 housewife
*** 3 laid off, 1 disability, 1 housewife
**** 2 disability, 1 laid off, 1 housewife

Table 17

Change in Employment Status,
by Hours of Instruction

N = 270

Employment Status	Hours of Instruction 0-25	%	26-50	%	50-100	%	100+	%	Total	%
No change in employment status	42	15.5	40	14.8	30	11.1	65	24.1	177	65.5
Full time	24		22		13		14		73	27.0
Part time	4		4		0		7		15	5.5
Unemployed	14*		14***		17		44**		89	33.0
Increase in employment status	19	7.0	9	3.3	8	3.0	25	9.2	61	22.6
Full time	11		9		5		19		44	16.3
Part time	8		0		3		6		17	6.3
Decrease in employment	15	5.5	4	1.5	6	2.2	4	1.5	29	10.7
Part time	3		0		2		0		5	1.8
Unemployed	12*		4		4		4*		24	8.9
No Record	0		0		2	.7	1	.4	3	1.1
Total	76	28.1	53	19.6	46	17.0	95	35.2	270	100.0±.1

* 1 laid off
** 3 disability, 3 laid off, 2 housewives
*** 1 disability, 1 housewife

Most respondents experienced no change in employment from the time they entered the ABE program to the time of the follow-up. In all, 27% of the sample population remained employed full-time, 5.5% remained employed part-time, and 33% remained unemployed.

Of the respondents who experienced an increase in employment, 16.3% became employed full-time, and 6.3% became employed part-time. Of the respondents who experienced a decrease in employment, 1.8% became employed part-time and 8.9% became unemployed. Some respondents indicated reasons for unemployment: they were disabled, they had been laid off, or they were housewives or students who were not seeking employment. Some women indicated a decrease in employment because of family responsibilities. Since no systematic measure of respondents' reasons for employment or unemployment was taken, it is difficult to give an in-depth interpretation of these results.

When comparisons were made within each year and within each hours-of-instruction category, some statistically significant differences were found in employment status. Results of these comparisons are found in Tables 18 and 19. Responses from the year 1973 showed a significant difference at the .05 level in the increase in the number employed at the time of the follow-up. Likewise, a significant increase in the number respondents employed was found in category of 100+ hours of instruction. For the total sample population, the number of people employed at the time of follow-up was 29 (10.7%) greater. than the number employed prior to participation in ABE. Projection of this increase to the total ABE enrollment population for the three years of the study would indicate that 327 individuals obtained employment after enrollment in ABE.

Table 18

Employed and Unemployed Respondents
Prior to the ABE Experience and at Follow-up, by Year

	1973*		Total	1974		Total	1975		Total
	yes	no		yes	no		yes	no	
Respondents employed prior to ABE	34	30	64	43	52	95	49	62	111
Respondents employed at follow-up	45	19	64	50	45	95	60	51	111

Table 19

Employed and Unemployed Respondents
Prior to the ABE Experience and at Follow-up,
by Hours of Instruction

	0-25			26-50			51-100			100+*		
	yes	no	total	yes	no	total	yes	no	total	yes	no	total
Respondents employed prior to ABE	46	30	76	32	21	53	19	27	46	30	65	95
Respondents employed at follow-up	50	26	76	35	18	53	24	22	46	46	49	95

*Significant at the .05 level.

Changes in Family Relationships Resulting from the ABE Experience

Several sections of the survey interview concentrated on behavioral and habit changes experienced by respondents since their participation in the ABE program. One such section concerned changes in family relationships, especially with respect to children. Of all respondents in the survey population, 193 (71.5%) indicated that they have children. Of those respondents with children, 58.2% indicated that they had children of school age prior to attending the ABE program, and 72% indicated that they had children of school age at the time of the follow-up study.

Respondents with children of school age were asked if they thought that their ABE experience helped them understand their children's school and teachers better than they used to. Results of this question are found in Tables 20 and 21.

Table 20

Influence of ABE in Improving Respondents' Understanding of Children's School and Teachers, by Year, Expressed in Percentage

N = 145

	1973	1974	1975	Total
yes	13.1	26.2	24.8	64.1
no	11.0	12.4	12.4	35.9
Total	24.1	38.6	37.2	100.0±.1

Table 21

Influence of ABE in Improving Respondent's Understanding of Children's School and Teachers, by Hours of Instruction, Expressed in Percentage

N = 145

	0-25	26-50	51-100	100+*	Total
yes	13.8	11.7	10.3	28.3	64.1
no	11.7	6.9	8.3	9.0	35.9
Total	25.5	18.6	18.6	37.3	100.0±.1

*Significant at .05 level.

Most respondents (64.1%) thought that the ABE experienced helped them better understand their children's schools and teachers. Statistically significant differences were found in the category of students who experienced over 100 hours of instruction: of these respondents, 75.9% thought the ABE experience helped them in this area.

Respondents with children of school age were also asked if they thought their ABE experience had encouraged an increase in their participation in teacher conferences and PTA. A summary of responses is found in Tables 22 and 23.

Table 22

Influence of ABE in Encouraging Increased Participation in Teacher Conferences and PTA, by Year, Expressed in Percentage

N = 144

	1973	1974*	1975	Total
ABE encouraged participation	8.3	19.5	11.8	39.6
ABE did not encourage participation	16.7	18.0	25.7	60.4
Total	25.0	37.5	37.5	100.0

*Significant at .01 level.

Table 23

Influence of ABE in Encouraging Increased Participation in Teacher Conferences and PTA, by Hours of Instruction, Expressed in Percentage

N = 144

	0-25	26-50	51-100	100+	Total
ABE encouraged participation	10.4	5.5	7.7	16.0	39.6
ABE did not encourage participation	15.3	13.9	9.7	21.5	60.4
Total	25.7	19.4	17.4	37.5	100.0

Most respondents thought that ABE did not encourage such participation (60.4%) and responses were generally consistent in all hours-of-instruction categories. Responses by year, however, were found to be statistically significant at the .01 level. In 1974, respondents were more equally divided in their opinion. This pattern of response was significantly different from that of the other two years.

All respondents with children were asked if, and in what ways, the ABE experience had changed the way they worked with their children. Responses indicating whether or not the participants work differently with their children are found in Tables 24 and 25.

Table 24

Influence of ABE in Changing Respondents' Work with Their Children, by Year, Expressed in Percentage

N = 188

	1973	1974	1975*	Total
Yes	11.2	19.1	12.8	43.1
No	13.3	18.6	25.0	56.9
Total	24.5	37.7	37.8	100.0

*Significant at .05 level.

Table 25

Influence of ABE in Changing Respondents' Work with Their Children, by Hours of Instruction, Expressed in Percentage

N = 188

	0-25	26-50*	51-100	100+	Total
Yes	12.8	6.4	8.0	15.9	43.1
No	12.8	14.4	11.1	18.6	56.9
Total	25.6	20.8	19.1	34.5	100.0

*Significant at .05 level.

Of these respondents, 56.9% thought that the ABE experience had not changed the way they worked with their children. Responses in Table 24 were found to be significantly different at the .05 level. The strongest indication that ABE had not changed habits was among respondents in 1975 (66.2% of the 1975 responses). Respondents in other years were more evenly divided among those who had and those who had not changed due to ABE.

Responses in Table 25 were also found significantly different at the .05 level. Respondents who had participated in ABE for 26 to 50 hours indicated strongly (69.2% of the responses in that category) that ABE did not affect the way they worked with their children.

Respondents who worked differently with their children because of their ABE experience were asked to explain how they work with their children differently now. The open-ended question allowed respondents to indicate changes that applied to their particular family situation and also changes they felt were important in dealing with children. It was difficult to categorize the variety

of responses obtained: many responses included more than one areas of change. They emphasized different aspects of parent-child relationships and presented a humane picture of the types of non-academic, non-vocational impact which ABE can have. Most responses fell within the three general groups presented in Tables 26 and 27.

Table 26

Ways in Which Respondents Work Differently with Their Children Since Participation in ABE, by Year, Expressed in Percentage

N = 84

	1973	1974	1975	Total
Help with homework; school involvement	9.5	20.3	7.1	36.9
Have more patience, understanding	6.0	9.5	10.7	26.2
Have enough self-esteem to set a better example for children	3.6	7.1	4.8	15.5
Other	8.3	7.1	6.0	21.4
Total	27.4	44.0	28.6	100.0

Table 27

Ways in Which Respondents Work Differently with Their Children Since Participation in ABE, by Hours of Instruction, Expressed in Percentage

N = 84

	0-25	26-50	51-100	100+	Total
Help with homework; school involvement	9.5	3.6	8.3	15.5	36.9
Have more patience, understanding	7.1	4.8	4.8	9.5	26.2
Have enough self-esteem to set a better example for children	2.4	2.4	3.6	7.1	15.5
Other	7.1	3.6	1.2	9.5	21.4
Total	26.1	14.4	17.9	41.6	100.0

Most frequently mentioned as a change was that the respondent helped his or her children with their schoolwork or became involved in the children's school activities. The following examples give an idea of the types of response placed in this category:

> I help them with their homework, which I didn't do before. I understand them better and this makes me very happy.

> I try to make them study and not fool around like I did. . . we talk more. I want my daughter to finish and not drop out like I did so I yell at her a lot. I want them to take it seriously and do the best they can.

> I've tried teaching them to learn without asking me. . .I've also shown them how to use an encyclopedia. . . I look at their homework to see if it's neat and correct. . . I work with them and show them how they can find their own answers and work independently.
>
> Now they like to have stories read to them. Before I couldn't read to them right--I talked funny.

Another frequently mentioned response was that the respondent had developed more patience with and understanding of his or her children. Sometimes this meant better communication between parents and children and a greater appreciation of the children's point of view, as the following examples show:

> I have a better understanding of what they go through while they're learning, and how they feel about using their energy for studying. Now I can see the interest some of their studies really create and, by sharing their learning experience, it helps them to overcome some of their difficulties they have.
>
> We talk about all sorts of things now. . . I understand their school problems, prejudice, and how hard it is. . . now they don't hesitate to ask me questions.

Another very important type of understanding which developed, however, was expressed by ESL respondents who had developed enough English skills to be able to literally understand their children.

> I can speak English to my son now, but I want him to know Spanish too. Two years ago I could not have talked English to him or his doctor.
>
> I understand what they say in English and sometime I help them with their homework.

> I can understand them better because I learned more words (vocabulary) and I can read their report cards and their school books more easily than I could before.

Another response, which is related in many ways to other responses, is that the respondent gained enough self-esteem to set a good example for his or her children. The following response represents the type of comments some parents gave:

> Because I learned more, I expect my children to learn more. I don't want my children to say to me, "Papa, you don't know, why should I learn."

Respondents with children of school age were asked to state how important they thought it was that their children stay in school through high school. Responses were overwhelmingly in favor of having their children complete high school; 96.8% though it was "very important."

All respondents were asked if they thought that as a result of their ABE experience, members in their household got along better than, worse than, or the same as they did prior to that experience. Responses are presented in Tables 28 and 29.

Table 28

Respondents' Perception of Relationship Among Members of the Household Resulting from Participation in ABE, by Year, Expressed in Percentage

N = 266

	1973	1974	1975	Total
Household members got along the same as they did prior to ABE	14.3	25.2	29.7	69.2
Household members got along better than they did prior to ABE	7.5	9.4	11.6	28.5
Household members got along worse than they did prior to ABE	1.5	.4	.4	2.3
Total	23.3	35.0	41.7	100.0

Table 29

Respondents' Perception of Relationship Among Members of the Household Resulting from Participation in ABE, by Hours of Instruction, Expressed in Percentage

N = 266

	0-25	26-50	51-100	100+	Total
Household members got along the same as they did prior to ABE	20.7	13.9	10.5	24.1	69.2
Household members got along better than they did prior to ABE	6.8	5.6	5.7	10.5	28.6
Household members got along worse than they did prior to ABE	.7	.4	.7	.4	2.2
Total	28.2	19.9	16.9	35.0	100.0

Most respondents (69.2%) thought that there had been no change in the relationships among household members as a result of their ABE experience. Of those respondents who perceived that a change had taken place, the greatest number (28.6% of all respondents) thought that household members got along better than they did prior to ABE.

Respondents who indicated that a change had taken place in family relationships were asked to elaborate upon that change in an open-ended question. This was a sensitive question and many respondents were hesitant to explain personal relationships within the family. Very few respondents who felt that family relationships had worsened responded to the question; those who did indicated that ABE participation created more time pressure on household members. Responses that were obtained from those participants who felt that family relationships had improved are presented in Tables 30 and 31.

Table 30

Types of Improvement in Relationships Among Household Members Due to Participation in ABE, by Year, Expressed in Percentage
N = 68

	1973	1974	1975	Total
Increased cooperation, mutual	4.4	16.2	14.7	35.3
Improved self-esteem	2.9	7.4	4.4	14.7
Set better example for children	5.9	2.9	4.4	13.2
Other	14.7	2.9	19.1	36.8
Total	27.9	29.4	42.6	100.0±.1

Table 31

Types of Improvement in Relationships
Among Household Members Due to Participation in ABE,
by Hours of Instruction, Expressed in Percentage
N = 68

	0-25	26-50	51-100	100+	Total
Increased cooperation, mutual understanding	5.9	5.9	7.3	16.2	35.3
Improved self-esteem	---	2.9	4.5	7.3	14.7
Set better example for children	4.4	2.9	---	5.9	13.2
Other	10.3	7.4	8.8	10.3	36.8
Total	20.6	19.1	20.6	39.7	100.0

The variety of responses was so great and the overlap of ideas so frequent that categorization was difficult. Basic groupings, however, were consistent in all years and hours categories.

A variety of response fit into each grouping and a wider variety of responses was categorized as "other." Two examples illustrate the type of increased cooperation and understanding expressed by respondents:

> They (children) learned responsibilities at home. This was good! It gave them a sense of value they didn't have before.

> Well! My daughter was very glad that I had started school and she wanted to help me study. We got closer together.

Some important changes in self-esteem were noted by respondents who felt that these changes improved relationships among family members:

> I feel like I did something good. . . I don't feel so "low-class" now.
>
> I can talk about more things with my family now; I can copy addresses when they show them on TV, like if you want to send for some samples or get more information that they give you in a booklet; or about recipes that you can get free. It helped me fill my times during winter evenings if I wanted to read. Then I could talk about it to my wife or other friends.

Some respondents again mentioned improved relationships with their children. Other responses elaborated on improved communications among family members, and on decreased dependence on other family members. Learning English and using it was often mentioned as a cause of improved family relationships. The following examples illustrate the variety of changes experienced by respondents:

> The importance for me--I can understand other people. Before I couldn't talk or go to the store or know how to buy what I need. And other people, I think, can understand me.
>
> One thing I got to talk to people more, I am getting out of my shyness.
>
> It was a pressure-relieving device to get out of the house.
>
> You have more in common when you have within yourself the knowledge--feels wonderful to learn.

Personal Perceptions of the Value of the ABE Program and Its Effects on Community Participation Roles

Other questions in the interview measured respondents' general impressions of the value of the ABE program and changes in respondents' community participation roles. Respondents were asked to identify subject areas which they studied in ABE and were then asked to indicate the one subject which proved most helpful. There was a wide range of subject areas which students had studied in ABE. Most frequently mentioned by respondents as an area of study was basic math (16.8%). English was the second most frequently mentioned subject (16.3%). Other subjects studied frequently included reading (14.8%), writing (9%), and English as a Second Language (8.1%). Additional subject areas mentioned each totaled 6% or less of all responses.

Respondents were asked to identify the subject studied which has helped them the most since they terminated from the ABE program. Some respondents were unable to decide which one subject was most helpful to them; others said that all the subjects they studied helped them. Responses of those participants who were able to isolate one most helpful subject area are presented in Tables 32 and 33.

Table 32

Subject Areas Judged Most Helpful, by Year,
Expressed in Percentage
N = 244

	1973	1974	1975	Total
English	8.2	8.2	14.7	31.1
Math	5.7	10.7	10.7	27.1
Reading	2.5	10.7	6.5	19.7
Other	6.1	7.8	7.0	20.9
None	---	---	1.2	1.2
Total	22.5	37.4	40.2	100.0±.1

Table 33

Subject Areas Judged Most Helpful, by Hours of Instruction,
Expressed in Percentage
N = 244

	0-25	26-50*	51-100	100+	Total
English	7.0	9.0	5.7	9.4	31.1
Math	5.3	4.5	3.7	13.5	27.0
Reading	6.6	2.5	2.5	8.2	19.8
Other	6.1	3.7	4.5	6.6	20.9
None	---	---	.8	.4	1.2
Total	25.0	19.7	17.2	38.1	100.0±.1

* Significant at .01 level.

English was judged the most helpful subject by the greatest number of respondents in each year. Some respondents (7.4%) mentioned that speaking English, in particular, was the most helpful skill they learned. Math was mentioned next most frequently; reading was mentioned third as the most helpful subject. By hours of instruction, differences in response were found to be significant at the .01 level. In comparison to respondents in other categories, respondents who attended the ABE program from 26 to 50 hours showed a greater preference for English as the most helpful subject they studied; reading was considered comparatively less helpful to this group of respondents.[4]

All respondents were asked if they thought that something they gained from the ABE program had helped them become better off financially. Slightly more respondents indicated that ABE had not helped in this respect. A small number of respondents could not make a judgment. Tabulations of responses that were obtained are presented in Tables 34 and 35.

Table 34

Respondents' Perception of the Value of ABE in Helping Them Become Better off Financially, by Year, Expressed in Percentage

N = 258

	1973	1974	1975	Total
ABE helped	11.2	15.9	16.7	43.8
ABE did not help	12.0	18.6	25.6	56.2
Total	23.2	34.5	42.3	100.0±.1

Table 35

Respondents' Perception of the Value of ABE
in Helping Them Become Better off Financially
by Hours of Instruction, Expressed in Percentage

N = 258

	0-25	26-50*	51-100*	100+	Total
ABE helped	13.9	6.2	6.2	17.5	43.8
ABE did not help	15.2	12.4	10.8	17.8	56.2
Total	29.1	18.6	17.0	35.3	100.0

* Significant at .05 level.

By hours of instruction, differences of response occurred that were statistically significant at the .05 level. Responses of people who had received 26 to 50 hours and those who had received 51 to 100 hours of instruction indicated that ABE did not help them become better off financially.

Respondents were then asked if ABE helped them manage their money better than they did prior to participation in the program. Some respondents were unable to decide or did not answer the question. Those responses that were obtained indicated that 58.7% of the respondents felt ABE did not help in this respect. Results are presented in Tables 36 and 37.

Table 36

Respondents' Perception of the Value of ABE
in Helping Them Manage Money Better Than They Used to,
by Year, Expressed in Percentage

N = 266

	1973	1974	1975	Total
ABE helped	10.5	14.3	16.5	41.3
ABE did not help	13.2	20.7	24.8	58.7
Total	23.7	35.0	41.3	100.0

Table 37

Respondents' Perception of the Value of ABE
in Helping Them Manage Money Better Than They Used to,
by Hours of Instruction, Expressed in Percentage

N = 266

	0-25	26-50*	51-100*	100+	Total
ABE helped	13.1	5.6	6.4	16.2	41.3
ABE did not help	15.1	13.6	10.5	19.5	58.7
Total	28.2	19.2	16.9	35.7	100.0

*Significant at .02 level.

By hours-of-instruction categories, differences in response were found to be statistically significant at the .02 level. Responses in the second and third hours categories (26-50 hours and 51-100 hours of instruction) indicated to a greater degree than those in other categories that the ABE experience had not helped those respondents manage their money better than they used to.

All respondents were asked in an open-ended question to explain the most important change that took place in them personally because they attended the ABE program. Of all respondents in the sample, 69 (25.5%) either indicated that they experienced no change or gave an irrelevant response indicating that virtually no change had taken place. The remaining 201 responses were categorized; results are found in Tables 38 and 39.

Table 38

The Most Important Changes Resulting from ABE Participation, by Year, Expressed in Percentage
N = 201

	1973	1974	1975	Total
More self-confident	5.5	7.5	10.0	23.0
Overcome shyness; talk more, use English (better communication)	4.0	8.0	9.0	21.0
Better reading, study habits	2.0	6.0	3.5	11.5
Feel good about education, learning	1.5	3.0	3.5	8.0
Other	10.4	11.3	14.3	36.5
Total	23.4	36.3	40.3	100.0

Table 39

The Most Important Changes Resulting from ABE Participation, by Hours of Instruction, Expressed in Percentage
N = 201

	0-25	26-50*	51-100*	100+	Total
More self-confident	6.0	4.0	5.0	8.0	23.0
Overcome shyness; talk more, use English (better communication)	2.5	6.0	3.0	9.5	21.0
Better reading, study habits	3.5	2.0	1.5	4.5	11.5
Feel good about education, learning	3.5	2.5	.5	1.5	8.0
Other	9.9	4.9	7.9	13.8	36.5
Total	25.4	19.4	17.9	37.3	100.0

*Significant at .01 level.

The most frequently mentioned response (22.9%) was that the participant gained more self-confidence. The next most mentioned response (20.9%) was an indication of improved communication abilities, through use of English, improved speaking ability, and loss of shyness in situations requiring oral, aural, and/or written interaction. Other frequently mentioned responses included improvements in reading and study habits (11.4%) and increased self-satisfaction in learning and education progress (8%). Responses grouped in the "other" category (36.8%) indicated a wide range of changes including the ability to help children, the ability to go on to further education, enjoyment of meeting other people, improved spelling abilities, the ability to think for oneself, increased knowledge about this country and even getting out of the house to do something on one's own. The large percentage of scattered responses in this category indicates that categorization of responses from this open-ended question was difficult.

A few examples of responses from each of these categories gives an idea of the types of changes experienced by respondents. A gain in self-confidence often had other implications for many respondents:

> I was happy in knowing I had gained another skill--this gave me more confidence to attempt doing other things besides those I've known all my life.

> I was proud of myself. I didn't feel stupid. More respect for myself.

> I feel better towards myself. I have more confidence in myself when I shop, work, or talk with strangers. I'm not so unsure of myself as I used to be--used to shy away and be hesitant as the Devil!

Learning to speak English and communicate better made important changes in some respondents' lives:

> Words come to me more easily and I can understand other people better and now they can understand me better.

> I can go to a store easier cause I speak the English. I can talk better with people at work when we eat our dinner.

> My confidence was built up in listening to people talk--now I can answer them and give a good English answer. I'm not afraid to talk to strangers anymore.

> When my little boy was born, I could understand the nurses. I was scared before.

> Now I'm not afraid to talk to people, or I feel better that I can answer the telephone. Before I went, this made me nervous.

Some respondents noted the changes that better reading abilities made for them:

> I feel more aware of what's happening. Very often, I look up a word when I'm reading the paper, to get its pronunciation and also what it means. This is helpful, when some of the words in politics are so big, or long--now I can read many more articles to see what is meant.

> In the class I learned to associate words with pictures. This helped me to look at magazines with more interest. I learned how to add numbers that I didn't know how to do before.

Some respondents developed better attitudes toward learning:

> I found out I liked learning things . . . strict school when young--not fun to learn.

> That I found out I could still learn.

Responses in the "other" category included a variety of changes:

> It got me on my feet to get into school.

> My jobs have improved. I was a cab driver. Now I'm a security guard. It's safer. And I'm going full time to school now.

> Well, I guess it's that I had something new and different to look forward to the days I went there. I liked the teachers there and it probably helped my social attitude.

> I felt I could accomplish something--I did get my own place and a job. I felt good--that I was doing something to better myself.

When results were analyzed by hours-of-instruction categories, differences in response were found to be significant at the .01 level. Responses of people who received 26 to 50 hours of instruction and over 100 hours of instruction were found to be significantly different from responses in the other two categories. Respondents who attended the ABE program between 26 and 50

hours most frequently mentioned better communications and use of English (30.8%) as the most important change they had experienced. Those respondents who attended ABE for more than 100 hours also mentioned better communications more frequently than other responses (25.3%) but mentioned self-satisfaction in learning less frequently than respondents in other categories (4.6%).[5]

To measure changes in community participation roles, respondents were asked a series of questions concerning voter registration, participation in community groups and library card usage. For each topic the respondent was asked to describe his or her habits both prior to participation in ABE and at the time of the follow-up study. The respondent was also asked to indicate whether a change in habit was the result of something experienced in ABE. Respondents were first asked whether they were registered to vote prior to participation in the ABE program, whether they were currently registered to vote, and whether something they learned in ABE helped them register to vote. Results of the comparison of voter registration status are found in Tables 40 and 41.

Table 40

Change in Voter Registration Status, by Year, Expressed in Percentage
N = 269

	1973	1974	1975	Total
No change	19.3	27.9	37.2	84.4
Change	4.5	7.4	3.7	15.6
Total	23.8	35.3	40.9	100.0±.1

Table 41

Change in Voter Registration Status,
by Hours of Instruction, Expressed in Percentage
N = 269

	0-25	26-50	51-100	100+	Total
No change	25.3	16.7	13.4	29.0	84.4
Change	3.0	3.0	3.7	5.9	15.6
Total	28.3	19.7	17.1	34.9	100.0±.1

Of all respondents, 84.4% reported no change in voter registration status; of those respondents, 42.7% were registered to vote. Of all respondents, 15.6% reported a change in voter registration status. Two-thirds of those respondents became registered to vote since they enrolled in the ABE program. Of all respondents registered to vote at the time of the follow-up study, only 4.8% indicated they were registered <u>because</u> of ABE.

All respondents were asked whether they belonged to any groups in their community prior to participation in ABE and also whether they belonged to any such groups at the time of the follow-up study. Respondents were also asked if ABE encouraged them to join any community groups. Results of the comparison of community group participation are found in Tables 42 and 43.

Table 42

Change in Community Group Participation, by Year, Expressed in Percentage
N = 270

	1973	1974	1975	Total
No change	20.4	29.2	35.2	84.8
Change	3.3	6.0	5.9	15.2
Total	23.7	35.2	41.1	100.0

Table 43

Change in Community Group Participation, by Hours of Instruction, Expressed in Percentage
N = 270

	0-25	26-50	51-100	100+	Total
No change	24.8	15.5	15.6	28.9	84.8
Change	3.3	4.1	1.5	6.3	15.2
Total	28.1	19.6	17.1	35.2	100.0

Of all respondents, 84.8% indicated no change in community group participation. Of those respondents, 27.9% indicated that they belonged to groups in the community. Only 15.2% of all respondents experienced a change in community group participation. Of these respondents, 61% became involved in community groups since they began the ABE program. Of all respondents who

belonged to groups at the time of the follow-up study, 3.7% were encouraged by ABE to join a group in their community.[6]

All respondents were asked if they had a library card prior to attendance in the ABE program and if they had a library card at the time of the follow-up. Respondents were also asked if they thought that ABE encouraged them to use the public library more often. Results of the comparison of library card possession before and after ABE are found in Tables 44 and 45.

Table 44

Change in Possession of a Library Card and Library Use, by Year, Expressed in Percentage
N = 270

	1973	1974	1975	Total
No change	17.8	28.5	31.8	78.1
Change	5.9	6.7	9.2	21.8
Total	23.7	35.2	41.1	99.9

Table 45

Change in Possession of a Library Card and Library Use, by Hours of Instruction, Expressed in Percentage
N = 270

	0-25	26-50	51-100	100+	Total
No change	23.0	15.9	12.2	27.0	78.1
Change	5.2	3.7	4.8	8.1	21.8
Total	28.2	19.6	17.0	35.1	99.9

Of all respondents, 78.1% indicated no change in their possession of a library card; only 30.8% of these respondents had a library card. Of all respondents, 21.8% indicated a change in the possession of a library card and of these about one half obtained a library card since enrollment in ABE. Of all respondents, 21.1% indicated that ABE had encouraged more library use. Some respondents without a library card indicated they used other family members' library cards, so possession of a library card was not a valid measure of library use.

Changes in Reading Habits and Achievement Levels

To fulfill objectives of the study regarding reading habits, specifically post-termination reading level attainment, one part of the interview questioned respondents on present and past reading habits and also tested respondents on reading grade achievement. Respondents were asked to take the reading section of the Wide Range Achievement Test (WRAT) and all interviewers were instructed in the administration procedures of this test. Some respondents (7.4%) refused to take the test during the interview or were unable to take it because of physical handicaps. For each respondent who did take the test at follow-up, a comparison of the grade level at follow-up with both the grade level at entry and the grade level at termination from ABE was made. In most cases the WRAT test had been used at entry and in some cases the WRAT had been administered shortly before termination to measure reading grade levels. The consistent overall results show that ABE participants are making reading progress during and after participation in the program. Results of the comparison are found in Tables 46 and 47.

Table 46

Changes in Reading Grade Levels, by Year, Expressed in Percentage
N = 250

WRAT test	1973	1974	1975	Total
Grade level advance	18.8	29.2	29.6	77.6
Grade level decline	3.6	6.0	9.2	18.8
No change in grade level	1.6	1.2	.8	3.6
Total	24.0	36.4	39.6	100.0

Table 47

Changes in Reading Grade Levels, by Hours of Instruction, Expressed in Percentage
N = 250

WRAT test	0-25	26-50	51-100	100+	Total
Grade level advance	22.4	14.4	13.6	27.2	77.6
Grade level decline	5.2	3.6	2.8	7.2	18.8
No change in grade level	1.6	.8	.8	.4	3.6
Total	29.2	18.8	17.2	34.8	100.0

Of all respondents who took the reading test, 77.6% showed an advance from their reading grade level at entry to their reading grade level at follow-up. Of these respondents who advanced in grade level, most showed a steady advance from entry level to exit level to follow-up level. Some of these respondents (19.1%), however, showed a decline from their level at exit to

to their level at follow-up, even though the follow-up level was higher than the level at entry.

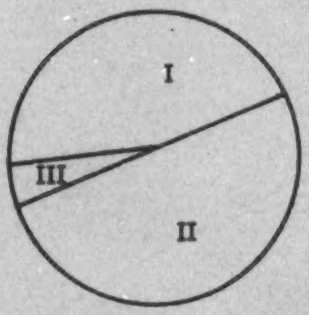
Only 18.8% of all respondents tested at follow-up showed a decline in reading grade level from the grade level at entry to the grade level at follow-up. Of these respondents, 25.5% had shown some advance in grade level during participation in ABE. Of all respondents who took the reading test, only 3.6% showed no change had taken place between entry level, exit level, and follow-up levels of reading achievement.

The total sample population was then grouped by adult basic education levels on the basis of their reading and instructional grade levels at entry to the program, at termination from the program, and at the time of the follow-up study. Those respondents with instructional levels of 0 through 4.9 were grouped in Level I, levels 5 through 8.9 were grouped in Level II and levels 9 through 12 were grouped in Level III. Pie graphs were then constructed to demonstrate the changes in proportions of the groups in each of the three levels as the population progressed from entry to exit to follow-up. Results are found in Graph 2. They show decreases in the proportions of Levels I and II and a steady increase in the proportion of Level III, especially at the time of the follow-up study. These findings are of interest since they show the steady progress that ABE students are making. It is particularly interesting in light of some past indications that students' levels tend to regress once they are away from the program. It is possible that cultural environment and

Graph 2

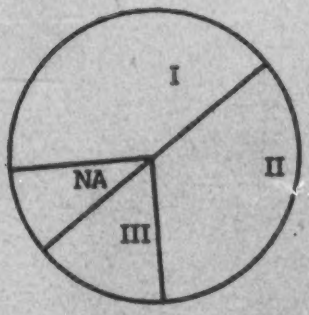
Progression of Participants through the Adult Basic Education Levels
Based on Testing and/or Instructional Levels
N = 270

ENTRY



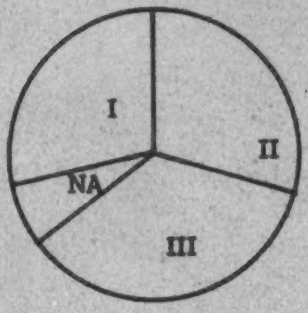
Level I 45.6%
Level II 50.7%
Level III 3.7%*

EXIT



Level I 40.7%
Level II 34.8%
Level III 14.8%
Not available 9.6%

FOLLOW-UP



Level I 28.1%
Level II 30.7%
Level III 34.4%
Not available 6.7%

Key

Level I	Grade 0-4.9
Level II	Grade 5-8.9
Level III	Grade 9-12

*Indication of highest grade level completed in secondary school.

societal requirements provide enough opportunity to use the basic skills acquired in ABE so that those skills are maintained and developed through practice.

Respondents were asked several questions about their reading habits prior to participation in ABE and at the time of the follow-up study. They were first asked if they bought newspapers, magazines, or books for themselves or their family prior to ABE and at the time of follow-up. A comparison of responses is given in Tables 48 and 49. Overall results were found to be significant at the .01 level. These results indicate an increase at follow-up in the percentage of the total sample population which indicated they did purchase newspapers, magazines, or books.

Those respondents who said they bought newspapers, magazines, and books were asked to indicate how often they now buy such printed material. Most respondents (73.4%) indicated that they buy newspapers, magazines, or books once or twice a week or more. Some of these respondents subscribe to a daily newspaper. Of those respondents who buy printed material, 15.9% buy newspapers, magazines, or books once a month, 6.6% buy such material twice a month, and 4% buy such material less than once a month.

Table 48

Purchase of Newspapers, Magazines, and Books Prior to ABE and at Follow-up, by Year, Expressed in Percentage

N = 270

	1973	1974*	1975	Total
Prior to ABE				
Purchased newspapers, magazines, books	19.3	24.8	28.5	72.6
Did not purchase newspapers, magazines, books	4.4	10.4	12.6	27.4
Total	23.7	35.2	41.1	100.0
At follow-up				
Purchased newspapers, magazines, books	21.9	29.6	32.2	83.7
Did not purchase newspapers, magazines, books	1.8	5.6	8.9	16.3
Total	23.7	35.2	41.1	100.0
Percentage increase from entry to follow-up in number purchasing newspapers, magazines, books	2.6	4.8	3.7	11.1

*Significant at .01 level.

Table 49

Purchase of Newspapers, Magazines, and Books Prior to ABE and at Follow-up, by Hours of Instruction, Expressed in Percentage

N = 270

	0-25	26-50	51-100	100+*	Total
Prior to ABE					
Purchased newspapers, magazines, books	22.2	14.1	12.2	24.1	72.6
Did not purchase newspapers, magazines, books	5.9	5.6	4.8	11.1	27.4
Total	28.1	19.7	17.0	35.2	100.0
At follow-up					
Purchased newspapers, magazines, books	23.7	17.4	15.6	27.0	83.7
Did not purchase newspapers, magazines, books	4.4	2.2	1.5	8.2	16.3
Total	28.1	19.6	17.1	35.2	100.0
Percentage increase from entry to follow-up in number purchasing newspapers, magazines, books	1.5	3.3	3.4	2.9	11.1

*Significant at .01 level.

Respondents were asked if they thought that something they gained from their ABE experience influenced them to buy more newspapers, magazines, and books. Most respondents (61.7%) thought that ABE did not influence them to buy more printed material than they did prior to ABE. Results of this question are presented in Tables 50 and 51.

Table 50

Influence of ABE in Encouraging More Purchases of Magazines, Newspapers, or Books, by Year, Expressed in Percentage

N = 248

	1973	1974	1975	Total
Yes	8.5	15.7	14.1	38.3
No	16.9	19.0	25.8	61.7
Total	25.4	34.7	39.9	100.0

Table 51

Influence of ABE in Encouraging More Purchases of Magazines, Newspaper, or Books, by Hours of Instruction, Expressed in Percentage

N = 248

	0-25	26-50	51-100	100+*	Total
Yes	8.9	8.5	5.2	15.7	38.3
No	20.6	11.3	12.1	17.7	61.7
Total	29.4	19.8	17.3	33.4	100.0

*Significant at .05 level.

Differences in response were significant by hours-of-instruction categories at the .05 level. Respondents who attended the program over 100 hours were divided between those indicating that ABE influenced the purchase of more printed material and those indicating that it did not.

Finally, respondents were asked to estimate whether the amount of reading they were doing at the time of the follow-up study was more than, the same as, or less than the amount of reading they were doing before they enrolled in the ABE program. Two respondents could not estimate the amount of reading they had done prior to ABE. Of those respondents who did supply usable responses, most indicated that they were reading more at the time of the follow-up study than they were reading prior to ABE participation (55.2%). Over a third indicated they were reading the same amount of material (37.3%) and only 7.5% indicated they were reading less. Results of the question are found in Tables 52 and 53.

Table 52

Amount of Reading at Follow-up Compared to the Amount of Reading Prior to Participation in ABE, by Year, Expressed in Percentage

N = 268

	1973	1974	1975	Total
More	14.9	19.8	20.5	55.2
Same	7.1	12.3	17.9	37.3
Less	1.5	3.0	3.0	7.5
Total	23.5	35.1	41.4	100.0

Table 53

Amount of Reading at Follow-up Compared to the Amount of Reading Prior to Participation in ABE, by Hours of Instruction, Expressed in Percentage

N = 268

	0-25	26-50	51-100	100+	Total
More	15.7	11.6	9.3	18.6	55.2
Same	10.8	7.1	6.4	13.0	37.3
Less	2.0	1.1	1.1	3.3	7.5
Total	28.5	19.8	16.8	34.9	100.0

Respondents were also asked to indicate if they were reading more than, the same as, or less than they were reading in English before they attended the ABE program. Most respondents indicated they were reading the same amount in English as they did prior to ABE.[7] Slightly less than half of the respondents (45.4%) indicated they were reading more in English and only a small number (3.5%) indicated they were reading less in English at the time of the follow-up study than they were prior to their ABE experience.

Respondents who indicated that, in general, they were reading more material at the time of the follow-up study, were also asked if they thought they were reading more because of something they gained from the ABE program. Most respondents who were reading more believed that ABE had influenced them to read more (71.6%).

FOOTNOTES (CHAPTER IV)

[1] N.M. Downe and R.W. Heath, Basic Statistical Methods (New York: Harper & Row, 1965), p.161.

[2] Note that of all respondents who indicated that they had to finish at a certain time 56 now attend classes.

[3] This number is greater than that listed in Appendix C which indicates students who have passed the G.E.D. Demographic data for the appendix was obtained from forms which were completed within thirty days of a students termination from the ABE program. Some respondents have completed the G.E.D. since that information was completed.

[4] The emphasis on English in the second hours of instruction category may be due to the type of instruction received by the respondents in that category. Students who participated in ABE for that length of time may more likely have attended classes rather than learning centers, and furthermore, those classes may have been to teach English specifically. Data has not been compiled on the mode of instruction experienced by respondents in this category, however, and no cross-tabulation of these results with mode of instruction has been made.

[5] This is true with the exception of respondents in the fluid category (51-100 hours of instruction) who mentioned this item even less frequently (2.8% of all responses in that category).

[6] Respondents who currently belong to community groups were asked to tell which groups they belong to. Most responses indicated participation in religious or church-supported groups, groups associated with the respondent's job such as unions, groups relating to children's school and other activities, groups for people of a certain ethnic orgin such as the Danish Sisterhood or the Italian-American Club.

[7] This group of respondents includes native English speakers as well as some ESL students.

Chapter V

A Model of ABE Follow-up Procedures

One of the objectives of the study was to develop a model which could be replicated in other districts. Any district or institution which undertakes a research study to follow-up its ABE students has unique characteristics, needs, and facilities for conducting such a study. The characteristics and individual objectives determined will necessarily alter the design and procedures of that study. The model set forth in this chapter is therefore presented as a guide for others. It is derived from a review of previous research studies and the experiences encountered in the process of the Gateway study and is based on procedures which were successful during this study and a review of procedures which were not completely satisfactory with suggestions for modification. The model is meant to be modified and adapted to meet the unique needs of future researchers.

Initial Considerations

Careful planning should precede the development of a study of this magnitude. Specific objectives should be formulated which will reflect any

unique circumstances, the desired outcomes and the amount of available resources. Other factors which must be considered in the formulation of objectives include:

1) the identity of the population to be surveyed
2) the nature of the information sought
3) the use of information collected

Once specific objectives have been formulated, a data bank should be established on the survey population.[1] The following suggestions may be useful:

1) Seek reliable data that has been recorded consistently for all potential respondents;
2) If reliable or consistent data is not available, some information may need to be verified by, or obtained by the survey instrument itself.
3) If existing demographic data cannot be retrieved, or retrieved in appropriate format, re-gather during the survey process. Difficulties or failures in the establishment of this data bank may lead to some modification or specification of the objectives already formulated and may dictate some data collection procedures.

Decisions must be made concerning certain types of students in the sample population. The interview technique used for the Gateway study was inappropriate for mentally retarded individuals. If the decision is made to retain them in the sample, other methods of eliciting information concerning

their progress should be considered, with precautions taken to insure that the same information is gathered. Analysis of data gathered may need to be kept separate also.

It is also important to consider specifically what types of data will be collected and how this data will be used. If comparisons among groups within the sample will be made, these groups may be identified initially from an existing data bank of demographic information (e.g., age, race, location of the learning experience). If a control group will be determined and used, this data bank could help identify that group.

During this stage of planning, deadlines for the various activities should be established in order to meet a project completion date. The method for selecting the sample population for the research must be determined. Various random sampling procedures should be examined, and, according to the information available, a choice should be made to a) random sample, b) random sample and stratify, or c) use a stratified random sample. Alternate names should be chosen with the same technique which was used for the original sample.

It is important to keep a daily or bi-weekly journal of all design decisions and activities taking place at this stage of the survey. Such a journal should be continued throughout the follow-up project, but it will be of particular use in reporting design processes used in the study.

Development of a Survey Instrument

The first step in the development of a survey instrument is the review of existing instruments that have been used in follow-up research. Such a review allows researchers to make reasonable decisions concerning the nature of the data-gathering process and the type and scope of the instrument required for their particular study. Several data-gathering methods can be used. Each has its limitations and advantages and each requires a different type of survey instrument:

1. Phone interviews can originate from one location and they can be quickly administered. They cause the respondent less embarrassment and fewer feelings of self-consciousness. They are, however, impersonal; they exclude those sample members who have no phones;[2] and they allow no measure of such things as reading grade level achievement.

2. Personal interviews allow greater freedom of individual response on such items as open-ended questions. They are very difficult to obtain, however, and they depend on good survey instruments and thoroughly trained interviewers.
3. Mailed questionnaires are easy to administer. They limit the possible sample population to those respondents who can read and write and are willing to take the time to fill out a questionnaire. Response rate will probably be low.

The next step in the development of the survey instrument is the formulation of questions to be asked. These questions should be revised several times. The aim of each revision should be the refinement of the survey by subjecting it to the following scrutiny:

1. Does each question really measure what it was intended to measure?
2. Will the language be understood by the respondents? Have ambiguous phrasings been clarified?
3. Is there a logical sequence to the questions? Are more sensitive questions placed later in the interview? Do questions about demographic data come last?
4. Is there a simple and clear continuity to the questions? Do some questions depend too much upon information asked in previous questions?[3]

A few suggestions are given that might aid in the development of valid questions for the following interview schedule or questionnaire:

1. Devise a "laundry list" of possible questions without paying much attention to their wording and form. A possible way to establish such a list is to hold a group discussion with some students who have terminated from the program and who would be similar to potential respondents. The discussion could be guided, yet open-ended so that former students could elaborate the types of benefits they gained from ABE. Questions for the survey instrument can then be formulated based on actual experience and can be worded in a way which could be understood by respondents.
2. Subject tentative questions to a variety of review personnel. Other people give new perspectives on questions and can be helpful in refining and re-wording the survey instrument. Review personnel may include teachers, staff, researchers, or students.
3. Use open-ended questions to obtain valuable information when individual personal reactions sought (i.e., What was the most important change that took place in you because of...). Keep in mind, however, the difficulty of analyzing results of open-

ended questions and use them sparingly. Open-ended questions in the Gateway interview schedule were difficult to categorize in the data-analysis stage of the research. Responses covered a wide range of reactions; often one response dealt with several topics and some responses were inarticulate. Open-ended questions also rely on trained interviewers to record responses correctly, to probe for further explanation and to elicit explicit meaning.

4. Establish priorities. Condense and shorten the interview or questionnaire and use only those questions which are essential. Depending on other decisions already made concerning the scope and objectives of the study, decide whether all respondents will be asked questions covering a wide variety of topics, whether all respondents will be asked in-depth questions on one or two topics, or whether some group(s) within the survey population will be asked questions in-depth on one or more topics.

Once a questionnaire or interview schedule has been devised, it should be field-tested before it is used to gather research data. Several suggestions should be kept in mind in conducting the field-test. First, use a variety of respondents;

in the field-test population, try to duplicate the anticipated research sample population. Second, train field-test interviewers to be aware of the interviewing process as they are conducting the field-test interviews. Experiences reported by these interviewers is helpful in both revising the interview schedule or questionnaire and in training interviewers for the data-gathering process. Ask each field-test interviewer to fill out, at the completion of each interview, a checklist of questions concerning the interview process. When field-test interviews are completed, hold a general discussion session with field-test interviewers to pool experiences and suggestions for revision. If interviewers are not used in a field test, the returns from field-test questionnaires can alert researchers to aspects of the questionnaire which need revision.

A finalized interview schedule or questionnaire can be prepared following the field test of the research instrument. Before it is duplicated for actual use in the data gathering process, it should be coded for computer processing and analysis if such analysis is to be used. A program or plan for data analysis should also be formulated at this time. When duplicating final copies of the survey instrument, prepare more copies than the anticipated number of respondents; interviewers use extra copies of the interview schedule and researchers can easily compile final data on copies of the actual survey instrument.

If interviews are used, cover sheets for each interview and directions to the interviewer should be prepared. Prepare a duplicate copy of each cover sheet so that one cover sheet can be given to the interviewer and the copy can be kept in an interviewer file maintained by the interviewer super-

visor. It is then easy to account for interviews assigned to and completed by each interviewer. Each cover sheet should bear consistent identifying information such as the interview number or code number assigned to each potential respondent. The respondent's name, address, and phone number (if available) should also be recorded. Provide space for recording other information not sought in the interview itself (sex, race, time of interview, etc.), and space for writing additional comments concerning special circumstances of the interview or special considerations regarding the respondent (disabilities, handicaps, etc.). A sample cover sheet is included in Appendix A. Directions to the interviewer should be duplicated in a separate hand-out. They should be kept as simple as possible yet be thorough enough to serve as a reference for interviewers once they have completed the training session.

If analysis of the data will not be done by computer, plans for tabulating and analyzing data can be made at this time. Procedures of data analysis can be established and tables can be set up so that once data is available, the analysis can proceed more quickly.

Selection and Notification of the Sample Population; Record-Keeping

Before the sample population is drawn (if there is to be a random sample surveyed from the total enrollment population), the list of the total population must be checked for accuracy. All needed information should be complied and duplicates of single names should be removed. The sample population can

then be selected according to procedure that has already been determined. It is helpful to check or mark the names selected on the list from which they are drawn; this will help avoid duplicate drawings of the same name, especially when more than one list of names is used.[4] After a name has been drawn, establish a file card for that person on which the following information is recorded:

a. the identifying number to be used for that potential interv iewee
b. the name, address, and phone number of the potential interviewee (check records to locate the most current information)
c. the name or identifying number of the interviewer who is assigned that interviewee
d. completion or non-completion of the interview and reson for non-completion
e. identifying number of the replacement name if one is drawn.

A master list of names and/or numbers drawn and the replacements used should be established so that progress in the interviewing process can be traced.

If data will be collected by mailed questionnaires, the questionnaires can be sent out at this time. If individual interviews will be used to collect data, initial letters of contact can be sent to potential interviewees. A copy of the letter sent to all potential respondents in the Gateway study is found in Appendix B. In the letter, the purpose of the survey is explained and some

notice is given that contact will be made by an interviewer at a future date. Useful information on current addresses and phone numbers can be obtained from the respondent if a return post card is sent with the introductory letter. On the post card, a respondent can indicate a willingness or unwillingness to participate in the survey and can furnish a current address and phone number. The card could also include a space for the interviewee to indicate a preference for time of day and location of the interview.

As post cards are returned indicating unwillingness to participate or as interviewers are unable to locate participants, replacements can be made. When replacing names, it is important to keep accurate records on the file cards and master list.

Selection of Interviewers

Interviewers should be selected carefully since they will directly collect and record data. Some interviewers will find, once they are on the job, that they do not enjoy this type of work and that they want to discontinue. Some will not perform satisfactorily and will have to be dropped. It is wise, therefore, to select and train more interviewers than the study seems to warrant.

Select a range of interviewers that will match the survey population in sex, age, race, language, and ethnic background. Better empathy will develop during the interviews if men interview men, older people interview older people, Spanish-speakers interview Spanish-speakers, and so on.

A variety of personal qualities should be sought in interviewers. The following characteristics proved most effective in interviewers in the Gateway study. They are listed in order of importance, with the most important characteristic listed first:

a. Assertive - Is the person not hesitant to walk through "rough" or strange neighborhoods and knock on doors asking for information to help locate a former student?[5]

b. Accurate - Is the person careful with details? Will he or she follow directions exactly when recording responses?

c. Adaptable - Is the person comfortable with many different types of people? Can he or she put others at ease? Is he or she a good listener? Does he or she have a non-critical reaction to a variety of living styles and circumstances?

d. Efficient - Is the person business-like in his or her attitude toward the job? Will he or she not be personally hurt if someone refuses to be interviewed?

e. Imaginative - Is the person not afraid to ask a variety of people for information? Will he or she be able to think of different sources to contact to seek information and yet be persuasive and kind in asking permission to conduct an interview?

Knowledge of the ABE program is helpful but not necessary for this type of interview work. Interviewers who are indigenous to the various cultural or ethnic groups will be able to establish contact and complete interviews more frequently than outsiders.

Interviewer Training

Before the interviewer training session is held, all procedures for recording responses, turning in completed interviews and being paid for work done[6] should be firmly established. Present interviewers with the details of these procedures in a written hand-out at the time of the training.

The nature of the training provided for interviewers will depend, to an extent, on the background and experience of the interviewers themselves. If interviewers are not familiar with the ABE program or the types of experiences which interviewees may have had and may discuss during the interview, the training session should devote extra time to providing interviewers with such background information. If needed, this should be done as the first stage of the training session.

It is of primary importance to explain to the interviewers the purpose and validity of the study. Interviewers must be convinced of the importance of the research and of their crucial role in it. They should be told realistically what their job involves and what type of reactions they might encounter from potential respondents. They should be given suggestions on ways to handle interview circumstances, such as hostile environments and interruptions from other household members.

Next the survey instrument should be explained; interviewers should be thoroughly familiar with it. For each question, explain why the question is asked, what information it gathers, and how that information will be used. Provide the opportunity for each interviewer to read the whole survey instrument aloud at some time during the training session.

Explain to interviewers some techniques for eliciting responses, probing for further information, obtaining more precise responses and editing. Many of these techniques can be practiced in role-playing situations, which are particularly effective in this type of training session. Role-playing allows interviewers to experience being interviewed as well as to practice administering the interview and recording responses. Video taping and small group critique sessions are effective means of incorporating role-playing into the training.

Provide interviewers with suggestions for contacting interviewees, for stressing to interviewees the importance of their participation and for making interview appointments. Experienced interviewers, especially those who conducted the field test, can be very useful in this stage of the training. They can suggest technqiues for locating respondents when a) the phone has been disconnected, b) the phone number has been changed to an unlisted number, c) the address is out-of-date, and d) a person at the correct address responds with an evasive "He's not here."

Before conducting the actual research interviews, interviewers should complete one or two practice interviews which will be examined by the inter-

viewer supervisor and discussed individually with the interviewer. Insist on accuracy. No interviewer should be allowed to conduct any research interviews until his or her technique is acceptable to the researcher.

At the completion of the training session, specific assignments for the first week should be distributed. Plans for further meetings should be explained. Adequate supplies should be given to each interviewer and open communications between interviewers and the supervisor should be established.

The Interviewing Process

The role and function of the supervisor and interviewers should be clearly defined in order to facilitate the data gathering process. It is important that contacts between interviewers and their supervisor be maintained. Interviewers will encounter many difficulties when trying to locate respondents and will need support and assistance. The supervisor can assist by providing some sources of information and community contacts. Other suggestions which should be considered include:

a) Interviewers should work full time; they can thereby better adapt to the schedules of potential respondents.
b) Interviewers working in teams of two, but conducting interviews individually, could share interview assignments and leg-work. A team organization would provide greater flexibility in time, scheduling, and traveling, especially if interviewees are in rural areas. Interview teams would also provide mutual reinforcement when morale becomes low.
c) Several teams of interviewers should meet weekly with the supervisor to discuss problems encountered, to help each other locate respondents, and to swap interview assignments. Interviewers may become better matched to respondents if such sharing takes place.

d) The interviewer supervisor should fulfill the following duties:
- maintain a file for each interviewer in which cover sheets of assigned interviews are kept.
- maintain an "account sheet" for each interviewer on which a record of completed interviews and pay is kept.
- maintain the master list of interviews completed and names replaced by an alternate.
- meet with interviewers weekly in groups; collect cover sheets of interviews not completed; assign and re-assign new interviews
- conduct group work to locate addresses and phone numbers of potential respondents; establish contact with sub-culture members of the sample population to maintain a flow of information between sub-culture groups and the group sponsoring the research study
- review completed interviews so that recording of responses is accurate and consistent
- contact a sample of those people who were interviewed to verify the fact that the interview was actually conducted.

During the interview process, interviewers should also maintain a log sheet recording time spent on interview activities and mileage traveled.[7] The researcher can collect the log sheets at the end of the interviewing process and use them to verify wages or to conduct a cost-analysis study of the research project.

At the end of the interviewing process, it is most beneficial to hold loosely structured de-briefing sessions with all interviewers who worked on the study. Interviewers will be able to contribute insights for future studies and share interviewing experiences. A summary of techniques suggested by interviewers in the Gateway study is found in Appendix D.

Arrange to distribute summarized results of the study to all people who were interviewed. Respondents will want to know how their opinions compare with those of other respondents. A summary letter can also serve as an additional "thank you" for their participation.

Concluding Suggestions

Accuracy is of prime importance in the recording and analyzing collected data. If computer analysis is to be conducted, it is crucial that data be carefully recorded on computer scan sheets according to the pre-established coding and that it be key-punched correctly. Likewise, responses recorded by hand must be done carefully and accurately.

Analysis of data should proceed according to the pre-determined plan. Cross tabulations which can be done easily with basic computer programs are recommended. Statististical analysis that is done by hand should be determined by the nature and the scope of the data.

Reporting the results of the survey can begin while the interviewing process is taking place. Sections of the final report which deal with the need for the study, the review of the literature and the design of the study can be written before all the data has been collected. When all data has been gathered and results have been analyzed, a report of the results can be written and presented with conclusions and recommendations which they suggest.

The type of ABE follow-up study conducted by an educational district or unit will be unique to that district or unit. The preceding model is meant as a guide to be adapted according to the time, needs, and monetary constraints operating within any organization. It is hoped the suggestions presented here will be of use to some districts or groups which could benefit from the rewards and frustrations of the Gateway experience.

Footnotes

[1]This information may be implied by the objectives of the study and may include such things as hours of attendance, location of the learning situation, nature of the ABE instruction, sex, age, race, and other demographic characteristics of participants.

[2]This proved to be the case with a relatively large number of respondents in the Gateway study. The reliability of such a survey method in an ABE follow-up study is therefore questioned.

[3]This proved to be difficult for some respondents in the Gateway interview, especially in sequences like questions 4, 5, and 6 (see Interview Schedule in Appendix A).

[4]This was the case in the Gateway study when enrollment lists from 1973, 1974, and 1975 were used. Had the names not been marked on all lists as they were drawn, it would have been easy to draw as a replacement a name that had already been selected on another list.

[5]One way of measuring a prospective interviewer's reaction to situations like this is to show that person some pictures of a variety of homes or apartment buildings and ask how they would feel about going to those places to locate former students. People who would hesitate would not make good interviewers in this type of interview process.

[6]Interviewers can be paid by the completed interview or by the hour. In the Gateway study, the former method was used fairly successfully. Many hours spent trying to locate potential respondents resulted in no completed interview, and some discontent with the method of payment arose. If interviewers were paid by the hour, a very strict log would have to be maintained on all activities involved in the interview process. Other problems would arise from this method.

[7]In the Gateway study, log sheets indicated that at least as much time was spent locating respondents as was spent conducting interviews. Each completed interview represents a rough average of 3 or more hours of interviewer work. Those that were not completed represent a rough average of an extra 1½ to 2 hours of time spent by both the interviewer and the supervisor in efforts to locate the potential respondent.

Chapter VI

Conclusions and Recommendations

The Gateway follow-up study has provided information and insights which will be useful for further research, program planning, and evaluation. Conclusions and recommendations need to be clearly related to the following parts of the study:

1. The research design
2. The model for further studies
3. Implications for program planning

In designing a follow-up study, two factors are of primary importance. The first is the availability of resources, the second is the objective of the study.

The availability of resources; staff, equipment, and dollars will directly affect the scope of the research and determine what techniques of data-gathering and analysis may be feasible.

Equally important is the establishment of specific objectives for the study. These objectives will limit and define the information to be gathered, and will also determine the target population.

Planning should be thorough and detailed. Task analysis will separate the component parts of the study and deadlines should be set for the completion of each. Constant review and assessment of all activities is necessary to maintain momentum. Decisions must be made during the preliminary stages concerning the method of analyzing the data collected so that it can be recorded in an appropriate format.

The difficulty of locating former students, which is demonstrated by the failure to find more than 45% of the original sample in relatively small cities and rural areas, is a constraint which must be considered and was probably the most difficult aspect of the Gateway study.

The distribution of the sample over the three-year period considered may reflect the mobility of the population as well as increases in enrollment.

1973 - 23.7%

1974 - 35.2%

1975 - 41.1%

Total sample 100.0%

Analyzed by hours of attendance, the distribution does not show the same progression:

0-25 hours - 28.1%

26-50 hours - 19.6%

51-100 hours - 17.1%

100+ hours - 35.2%

Total sample - 100.0%

The model which has been presented is intended to serve only as a guideline for future studies. No single model will be appropriate for all situations. A wide range of questions touching academic and vocational skills and family and societal relationships was asked in this model.

In any follow-up of the ABE students, recognition of the many variables which contribute to the success or failure of any individual should prevent undue claims for ABE successes and temper criticism for its apparent failures. Conclusions as to program impact based on this study must necessarily be conservative. Where changes have been identified, however, they are positive, and, those responses which are statistically significant are in areas of concern for program planners. They include:

1. Program elements:
   - preference for open scheduling
   - involvement in choosing study subjects
   - studying with other people
   - relaxed, casual learning atmosphere
2. Increase in number employed
3. Family, school and community relationships:
   - Improved understanding of schools/teachers
   - group participation remained stable
   - ways of working with children remained unchanged
4. Academic subjects:
   - Better use of English
   - Increased purchases of newspapers, magazines and books

5. Economic Factors:

. Financial picture unaffected

. Ways of managing money remained unchanged

Other movement was detected in most of these areas, even though it did not reach the level of significance, which program planners may well consider.

1. Program elements

. no preference for classroom vs learning center

. importance of personal contact in recruiting

. nature of worries about enrolling expressed

. aspects of the program deemed helpful

. overall evaluation of the program's helpfulness

2. Lack of change in employment status for those employed at entry

3. Lack of demonstrable impact on family relationships, community participation

4. Apparent lack of impact on leisure reading

The affective behaviors long felt to be an important element in student development by many teachers and counselors appears to be perceived the same way by the students. The study indicates, however, that 37% of enrolling students are not unduly apprehensive and, most of those who did admit to worry or apprehension expressed the common concerns of any adult in a new situation.

Further examination of the likes and dislikes of the ABE participants in this study indicates a great commonality with what has been generally postulated for all adult continuing students: preference for flexibility of scheduling,

involvement in developing their own program of studies, informal instructional setting, and lack of competitive pressures for grades, for example.

This study has demonstrated that the design for effective follow-up needs to begin at entry into the program. More than a basic skill level needs to be established for an accurate measure of program impact; however, caution should be exercised to limit data gathering to information related to program objectives. The intake process should incorporate the elements needed for final evaluation.

The complete design from intake to termination should be included in the program implementation plan. Adequate financial resources must be available; if stringent limitations exist, priorities in terms of outcomes must be established and decisions made as to which ones will be evaluated.

Some type of written model, including target dates and systems for data control, will provide the framework needed for even a relatively modest survey and will be particularly helpful to the inexperienced researcher.

More research is needed to improve measurement instruments in the non-academic areas, to identify methods or questions which isolate the ABE experience, and to establish congruence between the instructional program and objectives, particularly those established in the law.

More research is also needed to clarify some of the results of the study. An example is the discrepancy between some goals and attainment; the study does not provide enough information to tell whether there is a failure to provide the student with enough help to enable him to set realistic goals, or, a weakness in the instructional process.

Analysis of the data collected using other identifiers and more tests should provide new insights. Correlations between certain elements of the data might help to interpret some of the findings in a ma nner more helpful to program planners.

In conclusion, the study appears to indicate that progress is being made by many individuals enrolled in ABE in the Gateway District, although certain aspects of the program may need strengthening and/or refinement. It also demonstrates that follow-up of ABE students can be accomplished, if resources are available.

APPENDIX A

ABE Follow-up Interview
and Directions to the Interviewer

INTERVIEW NO. _____

INTERVIEWER _____

DATE _____

_____M

_____F

RACE

_____Caucasian

_____Black

_____Spanish

_____Other

INTERVIEWEE

Name:

Address:

Phone:

Time interview began _____

Time interview ended _____

Additional Comments: _____

_____

_____

_____

ADULT BASIC EDUCATION FOLLOW-UP INTERVIEW

In Racine, Kenosha and Walworth counties there are many classes and several adult learning centers where people can get basic education. This is the Adult Basic Education or ABE program. I am going to ask you some questions about the experiences you had when you were going to these classes or adult learning centers. Not every question will be just right for you, but please answer as well as you can.

1. Did you go to a class...an adult learning center..or both?

   _____ class (GO TO #3)

   _____ learning center (GO TO #3)

   _____ both (GO TO #2)

2. Which did you prefer, the class...or the learning center?

   _____ class

   _____ learning center

   _____ not asked

3. How did you find out about the class/learning center?

   _____ recruiter or counselor from _____

   _____ friend or family member

   _____ social worker

   _____ newspaper, brochure, flyer from _____

   _____ someone already attending the class/learning center

   _____ other _____

4. People are often worried about what to expect when they start going to the classes or learning centers. Did any of <u>these</u> things worry you?

   _____ You didn't know if the program would really help you.

   _____ You thought you were too old to learn.

   _____ You had been away from school for a long time.

   _____ It was hard to speak English.

   _____ You thought you couldn't learn.

5. Was there anything else that worried you at first?

_____

6. Did you get used to the class/learning center...or did you stop going to the class/learning center because of these worries?

_____ got used to class/learning center (GO TO #7)

_____ stopped going (GO TO #8)

7. Did any of these things help you overcome your worries about the class/learning center?

_____ The materials were not too hard.

_____ The counselors helped me work out other problems.

_____ I could work at my own speed.

_____ I got to know other students.

_____ Someone who spoke my language was in the class/learning center.

_____ I found out that I could learn.

_____ I helped decide what to study.

_____ The class/learning center was casual.

_____ The teacher helped me feel comfortable.

_____ not asked

People go to the classes and learning centers for many reasons. Sometimes they have an idea of what they want to study when they start going. Sometimes they find they want to study something once they are attending the class or learning center. I'm going to ask you some questions about the things you wanted to accomplish in the class or learning center. If the things I mention are things you did want to accomplish, tell me whether you wanted to do them when you started going to the class/learning center... or whether they were things you found you wanted to do once you were attending the class/learning center.

8. Did you want to learn to speak English...either when you started or once you were going to the class/learning center?

_____ yes, when started (GO TO #9)

_____ yes, once attending (GO TO #9)

_____ no (GO TO #10)

9. Did your work in the class/learning center help you speak English better?

_____ yes

_____ no

_____ not asked

10. Did you want to learn to read better...either when you started or once you were going to the class/learning center?

_____ yes, when started (GO TO #11)

_____ yes, once attending (GO TO #11)

_____ no (GO TO #12)

11. Did the work you did at the class/learning center help you read better?

_____ yes

_____ no

_____ not asked

12. Did you want to learn to become a citizen...either when you started or once you were going to the class/learning center?

_____ yes, when started (GO TO #13)

_____ yes, once attending (GO TO #13)

_____ no (GO TO #15)

13. Are you a citizen now?

_____ yes

_____ no

_____ not asked

14. Did your work in the class/learning center prepare you for the citizenship exam?

_____ yes

_____ no

_____ not asked

15. Did you want to learn to write better...either when you started or once you were going to the class/learning center?

_____ yes, when started (GO TO #16)

_____ yes, once attending (GO TO #16)

_____ no (GO TO #17)

16. Did your work in the class/learning center help you write better?

_____ yes

_____ no

_____ not asked

17. Did you want to be able to help your children with their school work...either when you started or once you were going to the class/learning center?

_____ yes, when started (GO TO #18)

_____ yes, once attending (GO TO #18)

_____ no (GO TO #19)

18. Did your work in the class/learning center prepare you to help your children with their school work?

_____ yes

_____ no

_____ not asked

19. Did you want to learn how to fill out your income tax returns... either when you started or once you were going to the class/learning center?

_____ yes, when started (GO TO #20)

_____ yes, once attending (GO TO #20)

_____ no (GO TO #22)

20. Did you learn how to fill out your income tax returns in the class/learning center?

_____ yes

_____ no

_____ not asked

21. Since you stopped going to the class/learning center, have you filled out your own income tax returns?

_____ yes

_____ no

_____ not asked

22. Did you want to improve your math...either when you started or once you were going to the class/learning center?

_____ yes, when started (GO TO #23)

_____ yes, once attending (GO TO #23)

_____ no (GO TO #24)

23. Did your math improve from the work you did in the class/learning center?

_____ yes

_____ no

_____ not asked

24. Did you want to get your driver's license...either when you started or once you were going to the class/learning center?

_____ yes, when started (GO TO #25)

_____ yes, once attending (GO TO #25)

_____ no (GO TO #26)

25. Did your work in the class/learning center help you take the written part of the driver's test?

_____ yes

_____ no

_____ not asked

26. Did you want to get the GED...either when you started or once you were going to the class/learning center?

_____ yes, when started (GO TO #27)

_____ yes, once attending (GO TO #27)

_____ no (GO TO #28)

27. Did you get the GED?

_____ yes

_____ no

_____ not asked

28. Did you want to prepare yourself to get into another educational program...either when you started or once you were going to the class/learning center?

_____ yes, when started

_____ yes, once attending

_____ no

29. Did you start going to the class/learning center so you could make use of Veterans' Benefits?

_____ yes

_____ no

30. Were there any other things you wanted to accomplish when you started going to the class/learning center?

_____

_____

31. When you stopped going to the class/learning center, had you finished what you wanted to accomplish when you started?

_____ yes

_____ no

32. Are you satisfied with what you did accomplish in the class/learning center?

_____ yes

_____ no

33. Did you tell anyone else that he should go to the class/learning center to study?

_____ yes

_____ no

34. When you were in the class/learning center, did you get enough individual attention from teachers and aides?

_____ yes

_____ no

35. Were the materials you used interesting for adults?

_____ yes

_____ no

36. Now I'm going to read you some statements about the classes and learning centers. For each one, tell me two things. First tell me if it was true or false about the class or learning center you attended. Then tell me if you liked or disliked that part of the program.

True-Like	True-Dislike	False-Like	False-Dislike	
				There's no schedule - you come and go as you please.
				There are no grades.
				You can choose the subjects you want to study.
				You can study with other people.
				You don't have any homework.
				You don't have to finish at a certain time.
				The class/learning center is in a place that is easy to get to.
				The class/learning center is relaxed and casual.

Now I'm going to ask you some questions about jobs and looking for jobs.

37. Do any of these statements tell what you were doing right before you started going to the class/learning center?

_____ I was working full time.
_____ I was working part time.
_____ I was unemployed.
_____ I was looking for a job.

38. Do any of these statements tell why you started going to the class/learning center?

_____ I wanted to get a job. (GO TO #40)

_____ I wanted to get a better job. (GO TO #40)

_____ I wanted to get off public assistance. (GO TO #40)

_____ I could get paid for going to school. (GO TO #40)

_____ I had a skill in mind that I wanted to learn for a certain job. (GO TO #39)

39. Did you learn that skill well enough to qualify for the job you had in mind?

_____ yes

_____ no

_____ not asked

40. While you were attending the class/learning center, were you doing any of these things?

_____ I was working full time.

_____ I was working part time.

_____ I was unemployed.

_____ I was looking for a job.

_____ I was being paid to go to school.

41. Have you <u>applied for</u> any jobs since you left the class/learning center?

_____ yes (GO TO #42)

_____ no (GO TO #47)

42. Have you had any job <u>interviews</u> since you left the class/learning center?

_____ yes (GO TO #43)

_____ no (GO TO #45)

_____ not asked

43. Did you have any job interview practice...or lessons about job interviews when you were attending the class/learning center?

_____ yes (GO TO #44)

_____ no (GO TO #45)

_____ not asked

44. Was this practice helpful to you?

_____ yes

_____ no

_____ not asked

45. Have you had any full time...or part time jobs since you stopped going to the class/learning center?

_____ yes, full time (GO TO #46)

_____ yes, part time (GO TO #46)

_____ no (GO TO #47)

_____ not asked

46. Did something you learned in the class/learning center help you get a job?

_____ yes

_____ no

_____ not asked

47. Did you practice reading newspaper want ads or filling out job application forms when you were in the class/learning center?

_____ yes (GO TO #48)

_____ no (GO TO #49)

48. Did this practice in the class/learning center help you feel confident about applying for jobs?

_____ yes

_____ no

_____ not asked

49. When you were attending the class/learning center, did any teacher, counselor or aide talk to you about the kind of job you would like to have?

_____ yes (GO TO #50)

_____ no (GO TO #51)

50. Was this helpful to you?

_____ yes

_____ no

_____ not asked

51. When you were going to the class/learning center, did you go on any tours that the school arranged to visit places like J.I. Case, American Motors or banks and hospitals?

_____ yes (GO TO #52)

_____ no (GO TO #54)

52. Did the tours give you some new ideas about any of these things?

_____ the kind of job you could apply for

_____ where to apply for jobs

_____ how to apply for jobs

_____ not asked

53. How helpful did you think the tours were, very helpful...helpful... or not helpful?

_____ very helpful

_____ helpful

_____ not helpful

_____ not asked

54. Did you stop attending the class/learning center for any of these reasons?

_____ I finished the GED.

_____ I got a full time job.

_____ I got a part time job.

_____ I went into a work-training program.

_____ I stopped getting paid to go to school.

55. Are any of these statements true for you now?

_____ I work full time.

_____ I work part time.

_____ I am unemployed.

_____ I am looking for a job.

56. Do you think that something you learned in the class/learning center has helped you become better off financially?

_____ yes

_____ no

57. These days it's hard to understand how to spend money wisely. Sometimes you don't know when a sale is really a bargain or how much you pay when you borrow money. Do you think that something you learned in the class/learning center has helped you manage your money better than you used to in situations like these?

_____ yes

_____ no

58. What subjects did you study when you were in the class/learning center?

_____ algebra

_____ applying for a job

_____ basic math

_____ consumer economics (budgeting money, etc.)

_____ citizenship

_____ driver's test

_____ English (second language)

_____ English (grammar, vocabulary, spelling)

_____ literature

_____ reading

_____ science

_____ social studies

_____ typing

_____ writing

_____ other _____

59. Take a minute to think about what you learned in the class/ learning center. Now that you are no longer going to the class/ learning center, which one of the subjects you studied has helped you the most?

_____

60. Since you stopped going to the class/learning center, have you enrolled in any other educational programs?

_____ yes (GO TO #61)

_____ no (GO TO #65)

61. What programs did you enroll in?

_____ another basic education program (GO TO #65)

_____ technical school at _____

_____ interest programs, non-credit (GO TO #65)

_____ other _____

_____ not asked

62. Did you have enough preparation for the work you did or the work you are doing in this other program?

_____ yes (GO TO #64)

_____ no (GO TO #63)

_____ not asked

63. Did you lack preparation in any of these subjects?

_____ reading

_____ writing

_____ speaking

_____ math

_____ not asked

64. Did you complete the program you were in?

_____ yes

_____ no

_____ not asked

65. Do you think you will enroll in any of these programs in the future?

_____ another class or learning center for basic skills

_____ a vocational school program

_____ an interest class, not for credit

_____ college

66. Before you started going to the class/learning center were you registered to vote?

_____ yes

_____ no

67. Are you registered to vote now?

_____ yes (GO TO #68)

_____ no (GO TO #69)

68. Did you learn how to register to vote when you were in the class/learning center?

_____ yes

_____ no

_____ not asked

69. Before you went to the class/learning center, did you belong to any groups in your community?

_____ yes

_____ no

70. Do you belong to any groups in your community now?

_____ yes (GO TO #71)

_____ no (GO TO #73)

71. Which groups do you belong to now?

_____

_____

72. Did you join any of these groups because of your experience in the class/learning center?

_____ yes

_____ no

_____ not asked

73. Before you went to the class/learning center, did you have a library card?

_____ yes

_____ no

74. Do you have a library card now?

_____ yes (GO TO #75)

_____ no (GO TO #77)

75. Did your experience in the class/learning center encourage you to use the library more often than you used to?

_____ yes

_____ no

_____ not asked

76. How many books have you checked out of the library in the last month?

_____

77. Before you attended the class/learning center, did you buy magazines, newspapers or books for yourself or your family?

_____ yes

_____ no

78. Now do you buy magazines, newspapers or books for yourself or your family...either once or twice a week...twice a month... once a month...less than once a month...or not at all?

_____ once or twice a week

_____ twice a month

_____ once a month

_____ less than once a month

_____ not at all (GO TO #80)

79. Did your experience in the class/learning center influence you to buy more newspapers, magazines and books than you used to?

_____ yes

_____ no

80. Do you read more than...less than...or about the same amount as you did before you went to the class/learning center?

_____ more (GO TO #81)

_____ same (GO TO #82)

_____ less (GO TO #82)

81. Do you read more now because of something you gained from your experience in the class/learning center?

_____ yes

_____ no

_____ not asked

82. Do you read more than...less than...or about the same amount of material in English as you did before you went to the class/learning center?

_____ more

_____ same

_____ less

(WORD SHEETS)

83. Now I'm going to ask you to read some words for me. Look at each word and say it out loud. Begin here (POINT) and read the words down the column. When you finish the column, go on to the next. When you come to a word you don't know, say "pass"

I	II	III	IV	V	VI
					-160
cat	then	weather	approve	bulk	recession
see	open	should	plot	exhaust	threshold
red	letter	lip	huge	abuse	horizon
to	jar	finger	quality	collapse	residence
big	deep	tray	sour	glutton	participate
work	even	felt	imply	clarify	quarantine
book	spell	stalk	humidity	70	76
eat	awake	cliff	urge		
was	block	lame	64		
him	size	struck			
how	46	56			
36					

VII	VIII	IX	X
luxurious	putative	rudimentary	seismograph
rescinded	endeavor	miscreant	spurious
emphasis	heresy	usurp	idiosyncrasy
aeronautic	discretionary	novice	itinerary
intrigue	persevere	audacious	pseudonym
repugnant	anomaly	mitosis	aborigines
82	88	94	100

TOTAL_____

84. Do you have any children?

_____ yes (GO TO # 85)

_____ no (GO TO #92)

85. Before you went to the class/learning center, did you have any children of school age?

_____ yes

_____ no

_____ not asked

86. Do you have any children of school age now?

_____ yes (GO TO #87)

_____ no (GO TO #89)

87. Did your experience in the class/learning center help you understand your children's school and teachers better than you used to?

_____ yes

_____ no

_____ not asked

88. Did your experience in the class/learning center encourage you go to teacher conferences and PTA more often than you used to?

_____ yes

_____ no

_____ not asked

89. Do you think your experience in the class/learning center has changed the way you work with your children?

_____ yes (GO TO #90)

_____ no (GO TO #91)

_____ not asked

90. How do you work with your children differently now?

_____

_____

91. How important is it for your children to stay in school through high school...very important...sort of important...or not very important?

_____ very important

_____ sort of important

_____ not very important

_____ not asked

92. When you were attending the class/learning center, did people in your household get along <u>better</u> than...<u>worse</u> than... or the <u>same</u> as they did before you attended?

_____ better (GO TO #93)

_____ worse (GO TO #93)

_____ same (GO TO #94)

93. Would you like to tell me anything more about this change?

_____

_____

94. What was the most important change that took place in <u>you</u> because you went to the class/learning center?

_____

_____

95. How would you rate the program over all...very helpful... helpful...or not helpful?

_____ very helpful (END)

_____ helpful (END)

_____ not helpful (GO TO #96)

96. Why was the program not helpful?

_____

That was the last question. Thank you for taking the time to talk with me about your experiences in the class/learning center. If you have any questions about the survey I will try to answer them for you.

THERE'S NO SCHEDULE - YOU COME AND GO AS YOU PLEASE.

THERE ARE NO GRADES.

YOU CAN CHOOSE THE SUBJECTS YOU WANT TO STUDY.

YOU CAN STUDY WITH OTHER PEOPLE.

YOU DON'T HAVE ANY HOMEWORK.

YOU DON'T HAVE TO FINISH AT A CERTAIN TIME.

THE LEARNING CENTER IS IN A PLACE THAT IS EASY TO GET TO.

THE LEARNING CENTER IS RELAXED AND CASUAL.

CARD # 1 C

THERE'S NO SCHEDULE - YOU COME AND GO AS YOU PLEASE.

THERE ARE NO GRADES.

YOU CAN CHOOSE THE SUBJECTS YOU WANT TO STUDY.

YOU CAN STUDY WITH OTHER PEOPLE.

YOU DON'T HAVE ANY HOMEWORK.

YOU DON'T HAVE TO FINISH AT A CERTAIN TIME.

THE CLASS IS IN A PLACE THAT IS EASY TO GET TO.

THE CLASS IS RELAXED AND CASUAL.

ABE FOLLOW-UP STUDY - INTERVIEW SCHEDULE -165

INSTRUCTIONS TO INTERVIEWER:

I. General Instructions

1. Be familiar with the interview and these instructions before you administer the interview to a former student. Read over the interview and instructions several times and call me if you have any questions: Ruth Fallon (414) 658-4371, Ext. 71. Then practice with a friend or colleague. At least read the whole interview aloud before you administer it to a former student. Practice it enough so that it will sound like a conversation with the respondent.

2. When contacting a former student to arrange for the interview, emphasize the fact that you're trying to get his opinions, that you're not trying to sell him anything. Tell him/her that his opinions will be kept confidential and that his/her name will not be used in the study. You only have his/her name from a list from the computer.

3. When conducting the interview with a former student, remember these pointers:

-As interviewer you should remain neutral--questions and answers are transmitted through you. Let the respondent know that there are no right or wrong answers, that this is not a quiz but a way to find out his/her opinions.

-In open-ended questions, probe for further response in non-leading ways. Ask, for example, "How is that?", "In what ways?", or simply "Anything else?"

-Do not argue with a respondent or ever express your own opinion.

-Maintain eye contact as much as possible. It helps build rapport.

-Ask questions exactly as they are written. Record responses correctly--open-ended questions record the respondent's exact words.

-Make sure you get the responses of the person you came to interview--not those of a spouse or friend who may be in the household at the time of the interview.

4. Read the interview questions impartially--without dramatics. In this interview three periods (...) indicate a pause: Did you go to a class...an adult learning center...or both."

Underscoring indicates that a word or group of words is to be slightly emphasized. This is to be sure these words are heard and to clarify meaning: Did any of these things worry you?

II. Instructions for Cover Sheet

1. Interview number will be recorded for you. Name, address and phone number of respondent will also be typed in.

2. Record your name and the date of the interview in the appropriate spaces. Record the time the interview begins.

3. Right after the interview is over fill in the other items. Record the time the interview ended. It's good idea to do this in the car after you leave the respondent's house. Additional comments should include information that will help the researchers understand the responses. For example, did you feel the respondent was faking answers? If so, on which questions in particular? Did the respondent give answers that he thought would please you? Was there any qualification to an answer that would help explain the choice of one item over another in a multiple choice response? Was the respondent uncooperative or did he refuse to answer some questions? Which ones? Is there anything else about the respondent or the physical conditions of the interview given? Was there another person present who inhibited responses of the person you went to interview? etc.

   Do not lose the cover sheet. It must be turned in even if the interview is not completed.

III. Instructions for Interview Schedule

Page 1 In your own words brief explaine the purpose of the study to the respondent. Then read introductory remarks and ask question #1.

*The response you get for question #1 will determine how you ask many of the questions in the rest of the interview. Wherever you see a "class/learning center" combination in interview questions, read the choice that the respondent gave to question #1. If respondent answers question #1 with "both", read "class or learning center" when you see the class/learning center" combination. For example, you would read question #3: "How did you find out about the class or learning center?"

Practice -- How will you read #14 if the answer to #1 is "class"?

Note: Whatever the answer to question #1, read question #4 the way it is written: "classes or learning centers." The above instructions only apply to questions which are written "class/learning center".

#2. _____not asked - Never read this as an option; it will appear in many other questions. This item is to be filled in as you go back over the questionnaire when you edit it. At that time, check the "not asked" blanks of those questions which were skipped.

Page 2

#3. This is an open-ended question. Let the respondent answer; you check the appropriate item. More than one response is possible; check as many as apply.

#4. Read choices to respondent. Check all that apply.

#5. This is open-ended. Record exact words of respondent.

#7. Read choices to respondent. [Do not read "not asked" as a choice.] More than one response can be checked. If none is checked, note this beneath the "not asked" line.

Before you read question #8, be sure to read the introductory paragraph. You may have to practice reading this paragraph aloud several times to give emphasis to the right words.

Page 4

#17 and #18. If they had no children, indicate this <u>below</u> the "no" line.

Page 6

#33. Add "<u>she</u>" if you wish in asking this question.

#36. Use sentence card #1 with.....c in the right-hand corner if you're reading "class" in the questions. Use card #1 with <u>lc</u> in the right-hand corner if you're reading "learning center". If you're reading "class or learning center", use either card. Give the card to the respondent and let him follow along as you read. First establish if the statement was true or false for that person. Read the statement. Ask, "was that true or false for your class/learning center?" Then ask, "did you like or dislike that part of the program?"

#37. Read the statements. Check all that apply. If <u>none</u> at bottom of the page.

Page 8

#38. There might be other reasons why the respondent started the program, but we're not concerned with them in this question. This question only explores reasons related to jobs and employment.

#40. Read the statement; check all that apply. If none apply, write <u>none</u> beneath "I was being paid to go to school."

Page 10

#52 and #54. Read choices to respondent. Check all that apply. If none apply, write <u>none</u> beneath the last choice in the question.

Page 11

#55. Read choices to respondent. Check all that apply. If none apply, write none apply, write none beneath "I am looking for a job".

#56. This question has to do with the amount of income a person has.

#57. This question concerns how a person handles or manges the money he has.

#58. This is an open-ended question. Let the respondent answer; you check or record the items. Then prompt by asking "were there any other subjects you studied?" (Explain consumer economics English vs. English)

Page 12

#59. Only one subject should be mentioned. If respondent has trouble deciding, emphasize that you want to know which has helped him the most.

#61. This is an open-ended question. Let the respondent answer; you check the appropriate item. If respondent did not enroll in any other programs, write none beneath "not asked" line.

#63. Read choices to respondent. Check all that apply.

#64. If respondent is still in the program, write now enrolled beneath "not asked" line.

Page 13

#65. Read choices to respondent. Check all that apply.

#69. Examples of such groups that you may mention are church groups, groups associated with the children's school, recreation groups, union groups, and so on.

Page 14

#77 and 78. These questions concern books, newspapers or magazines the respondent buys himself. If the household subscribes to a newspaper or magazine count that as a personal purchase.

#83. This is the word recognition part of the WRAT. Use sheets--have respondent progress from easy to more difficult words.

a. You will need to use your judgment in deciding which word list the respondent should start reading. If previous responses in the interview indicate the person worked on the GED or studied more difficult subjects, you can skip the first few list and start around list 4 or 5. If the person studied basic subjects or for some other reason indicates a low reading level, have him begin with the first list.

b. This exercise emphasizes word recognition. Unusual pronunciations due to colloquialisms, foreign accent and defective articulation are accepted as correct if they are consistent throughout.

c. The first time an error is made, ask the respondent to say the word again. His response is considered correct if he corrects himself on the second trial. From then, the first response is considered either right or wrong, unless the respondent spontaneously corrects the corrects he has made.

d. Do not indicate, by either motion, word or emotion, that you are dissatisfied with the answer. Teaching, coaching or questioning should be strictly avoided.

e. Time limit: 10 seconds per word. Control the reading rate by saying "next" at the end of the time limit of 10 seconds.

f. As the person reads from the word sheets, follow on the word list on the page following page 14 of the interview. When he misses a word, underline that word on your list.

g. Stop the respondent when he makes 3 consecutive errors or if he is really stumbling over words. You can use your judgment on this matter.

h. After you have left the interview, total up a score for this reading section. (1) Count the number of words underlined. (2) Add to that number, the number of words not attempted in the last list the respondent read from. (3) Subtract that total from the number found at the bottom of the last list the respondent read from. (4) Record this number at the bottom of the word page.

APPENDIX B

Letters for Interviewers and
Potential Interviewees

Introductory Letter Sent to Potential Interviewees

GATEWAY TECHNICAL INSTITUTE

Kenosha Campus
District Office:
3520 - 30th Avenue
Kenosha, Wi. 53140
Phone: (414) 658-4371

Racine Campus
1001 South Main Street
Racine, Wi. 53403
Phone: (414) 637-9881

Elkhorn Campus
E. Centralia St. & Hwy. H
Elkhorn, Wi. 53121
Phone: (414) 723-5390

Keith W. Stoehr
District Director

April 26, 1976

Dear

In 197 you went to an adult learning center or an adult education class where you could learn math, improve your reading, study English and learn many other skills.

We are interested in your opinion of how this helped you. Will you be willing to talk to us about your experiences in this program? Please put your name and address on the post card and send it back to us. Then we will call you sometime in May with more information.

Thank you for your help.

The Adult Basic Education Program

Interviewer's Letter of Introduction

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GATEWAY TECHNICAL INSTITUTE

Kenosha Campus
District Office
3520 - 30th Avenue
Kenosha, Wi. 53140
Phone: (414) 658-4371

Racine Campus
1001 South Main Street
Racine, Wi. 53403
Phone: (414) 637-9881

Elkhorn Campus
E. Centralia St. & Hwy. H
Elkhorn, Wi. 53121
Phone: (414) 723-5290

Keith W. Stoehr
District Director

March 11, 1976

Participant
Gateway ABE Program

Dear Friend:

A few weeks ago we wrote to you, saying that we wanted to talk to you about your experiences in the classes or learning centers for adult basic education. The person who has this letter, is an interviewer for Gateway Technical Institute and its ABE Follow-Up Study. We would appreciate it if you would take some time to talk with him or her about the class or learning center you went to.

If you have any questions about this study or the interviewer or his or her qualifications, please feel free to call me at Gateway. The telephone number is 658-4371, extension 72. Thank you for your cooperation.

Sincerely,

Florence Wesselius

Florence Wesselius
Adult Basic Education Coordinator

jp

APPENDIX C

Demographic Data

Demographic data for the sample population was compiled from information recorded on federal report forms. Analysis of the results of the survey instrument used in the study was not done on the basis of the demographic data. The data is presented, however, to give an overall picture of and point of reference for the sample population that was interviewed.

Appendix C

Referral Source	1973	1974	1975	Total
0. Correctional*	0	0	0	0
1. Community Action Program	1	0	9	10
2. Wis. State Emp. Service	6	4	14	24
3. Voc. Rehabilitation	2	6	2	10
4. County Dept. of Public Welfare-Social Services	16	16	0	32
5. UMOS	2	0	0	2
6. Self-district	14	16	9	39
7. Other Individual	34	24	18	76
8. Other	26	15	31	72
9. Veteran	0	0	1	1
10. Not available	1	3	0	4
TOTAL	102	84	84	270

*Some students from the correctional institutions were part of the sample and replacement names drawn but these students were not able to be located.

Sex*

	1973	1974	1975	Total
1. Male	40	30	35	105
2. Female	62	54	49	165
Total	102	84	84	270

*Enrollees for the years 1973, 1974, and 1975 were more evenly divided between males and females. The sample population may include a larger percentage of females because they were less mobile and easier to locate.

Race

	1973	1974	1975	Total
1. White	46	37	47	130
2. Black	33	26	18	77
3. American Indian	0	0	0	0
4. Oriental	5	2	1	8
5. Other	2	1	0	3
6. Spanish surname Hispanic	16	18	18	52
TOTAL	102	84	84	270

Age

	1973	1974	1975	Total
65+	1	0	0	1
55-64	2	1	2	5
45-54	19	15	8	42
35-44	21	16	12	49
25-34	39	28	21	88
16-24	18	23	30	71
Not available	2	1	11	24
TOTAL	102	84	84	270

Instructional Level at Entry*

	1973	1974	1975	Total
00	7	4	5	16
01	7	9	11	27
02	6	7	7	20
03	13	11	3	27
04	14	10	9	33
05	12	11	12	35
06	19	19	15	53
07	9	5	8	22
08	12	5	10	27
09	0	3	1	4
10	2	0	0	2
11+	1	0	3	4
Total	102	84	84	270

This level was determined by standardized test scores.

*In some cases, however, teachers who recorded demographic data used the last grade a student attended school as a measure of instructional level at entry.

When in School

	1973	1974	1975	Total
Daytime	49	45	59	153
Evening	53	39	25	117
Total	102	84	84	270

Location of Class

	1973	1974	1975	Total
1. Elementary/Junior	2	0	2	4
2. Secondary	1	0	0	1
3. Jr. College/ Tech Institute	27	11	7	45
4. Learning Center	60	60	56	176
5. Correction Institution	0	0	0	0
6. Hospital	2	2	0	4
7. Work Site	0	0	0	0
8. Other	10	10	17	37
9. Not available	0	1	2	3
Total	102	84	84	270

Veterans

	1973	1974	1975	Total
Yes	9	2	3	14
No	90	78	81	259
Not available	3	4	0	7
Total	102	84	84	270

Work Status at Entry

	1973	1974	1975	Total
1. Wage or salaried worker	34	27	26	87
2. Self-employed	2	0	1	3
3. Homemaker	26	16	6	48
4. Working (stipend)	2	9	8	19
5. Not Working	33	30	35	98
9. Not available	5	2	8	15
Total	102	84	84	270

APPENDIX D

Suggestions for Interviewing Techniques and Procedures
Compiled by ABE Follow-up Interviewers

Total Number in Family

	1973	1974	1975	Total
Other	18	9	1	28
1	20	16	18	54
2	11	17	12	40
3	10	9	9	28
4	13	11	16	40
5	14	9	4	27
6	7	2	6	15
7	4	3	2	9
8	3	3	3	9
9	1	3	2	6
10+	1	2	11	14
Total	102	84	84	270

Monthly Family Income

	1973	1974	1975	Total
000-199.99	8	15	11	34
200.00-299.99	20	8	9	37
300.00-399.99	12	10	9	31
400.00-499.99	0	5	9	14
500.00 over	0	25	23	48
TOTAL	102	84	84	270

Instructional Level at Termination

	1973	1974	1975	Total
00	25	2	0	27
01	5	5	4	14
02	4	6	7	17
03	6	9	8	23
04	13	9	7	29
05	8	6	6	20
06	11	7	7	25
07	11	7	9	27
08	10	6	6	22
09	2	4	1	7
10	3	0	6	9
11	0	1	5	6
12	2	1	5	8
GED	2	5	3	10
99	0	16	10	26
Total	102	84	84	270

The following suggestions for interviewing techniques and procedures were compiled by ABE follow-up interviewers at the completion of the interviews. They are based on those interviewers' experiences with this type of interview, and are presented as responses to questions asked in the debriefing sessions held after all interviews were completed.

1. Were respondents generally honest in their answers or were they just answering the way they thought you expected or wanted them to? (most interviewers felt respondents answered honestly)

- I feel my respondents were honest in their answers. I waited for them to finish before I began writing. Then I'd say, "Good point, now you're saying. . ." I find direct eye-contact while they're talking gives a longer discussion on their part. Often, added recall, later. It pays to <u>listen</u>.

2. What were techniques that worked for you in a) locating people, b) introducing yourself and the study, and c) setting up appointments?

a) locating people
- use telephone book, then city directory

b) introducing yourself and the study:
- honesty, straightforward manner explaining the purposes of the study.
- just being me--speaking slowly so that respondent doesn't confuse my request as a "sales pitch"--and following their statement with a request for an early appointment.
- involve someone who had originally worked with them in ABE in making initial contacts; this will help establish trust and legitimize the study for the respondent.
- smile, introduce yourself, the purpose of the study, and explain why and how that person was selected; assure the respondent that his or her name won't be used.

c) setting up appointments:
- go to the house first--it is sometimes harder to get a commitment over the phone; it is more difficult to say "no" to the interviewer in person.
- go to the house at a time when the respondent indicates he or she won't be home--often they will be there then.
- telephone late afternoon.

3. What advice would you give to someone doing an interview for the first time?

- be yourself, believe that you're doing something worthwhile
- be prepared for anything; slammed doors and people hanging up on you on the phone. Stick to your guns--don't think these reactions are your fault.
- upon arrival, find something common and simple to talk about (weather, pet, yard, etc.) Do not carry a purse. Try not to express any reaction to any answer. Have extra pencils handy. Smile often. I used a clip-board type box which was very helpful. Kept interview in place so I could write sitting, standing, etc. Inside kept extra pencils, car keys, pens, word lists, etc., so they didn't see these things until I was ready for it.
- Smile, introduce yourself, Gateway, and the purpose of the study. Ask if respondent could spend a little time to answer some questions to help us make this an even more effective program. Explain on what basis respondents were selected (because they tend to wonder why they were singled out). Say that we feel that no one would be in a better position to evaluate the program than those who actually participated in it. Mention that you are not looking for approval of the program but for critical answers and that negative comments are as welcome as positive comments. Stress anonymity and

point out that you are not associated with the program and that you are not a teacher at Gateway.
- Interview respondents as if it were a personal friend of your parents! This demands respect, smiles, a feeling of competency, and putting your best foot forward!

4. How did you put people at ease?

- have an attitude that you don't want to know anything about their personal life; you only want to know about their ABE experience.
- first thing--talking about something else (weather, pet, etc.) explaining they were one of "hundreds" chosen to be interviewed, assuring them there would be no repercussions on answers to them.
- smile, comment about one thing: "my, what a pretty color carpeting," or "oh, what a beautiful plant (work of art, etc.)." I always re-introduce myself. . . your voice also has a bearing on respondents--soft, low, and speaking clearly.

5. Other comments?

- be an <u>exceptionally good listener</u>!
- maintain eye contact, take an interest in what they say with a silent responsive smile.

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